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ABSTRACT

This report is designed to provide the preliminary information that must be considered by policymaking management in deciding the future of the quinmester program. The major sections present (1) a status report of the administration of the secondary quinmester program; (2) a review of the 1972 summer quinmester program; (3) a description of the planned quinmester activities for the 1972-73 school year; (4) a discussion of plans for the development of the elementary quinmester program; and (5) an appendix containing a cost analysis, and evaluation report, and a statistical summary of the quinmester program. Related documents are ED 058 666, ED 058 667, ED 058 670, and ED 062 686. (Author/DN)

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STATUS--ACTIVITIES AND DIRECTION OF THE QUINMESTER PROGRAM IN THE DADE COUNTY PUBLIC SCHOOLS

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Prepared by
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INTRODUCTION

The purpose of this report is to provide the School Board and the administrative staff with information relative to the status, activities and direction of the Dade County quinmester program. It is expected that this report will provide the preliminary information which must be considered by policy-making management in deciding the future of the quinmester program. The major sections of this report are:

1. A Status Report of the Administration of the Secondary Quinmester Program
2. A Review of the 1972 Summer Quinmester Program
3. Planned Quinmester Activities for the 1972-73 School Year
4. Plans for the Development of the Elementary Quinmester Program
5. Appendix:
    a. Quinmester Cost Analysis, Fiscal Year 1971-72
    b. Evaluation Report of the Quinmester Program, 1971-72
    c. General Quinmester Statistical Summary as of November, 1972

Additional data to facilitate the decision-making process relative to the quinmester program and specific recommendations requiring action will be presented to the School Board in April, 1973.

In April, 1971, the School Board authorized the implementation of a pilot quinmester extended school year program in seven secondary schools. Based on the recommendations of the Dade County Quinmester Program, which was presented to the School Board on February 9, 1972, the School Board authorized the expansion of

the secondary quinmester program from seven to nineteen schools. This expansion increased the number of students attending quinmester schools from approximately 14,000 to 35,377 as of September 8, 1972. The focus of this document centers around the experiences of the seven secondary quinmester pilot schools during the 1971-72 school year and the nineteen quinmester schools starting with the 1972 summer session and continuing through the first quinmester of the 1972-73 school year. The secondary schools operating a quinmester program in the 1972-73 school year are:

Northeast Area	Miami Beach Senior High North Miami Beach Senior High Thomas Jefferson Junior High Nautilus Junior High
Northwest Area	Hialeah Senior High Carol City Junior High H. H. Filer Junior High Hialeah Junior High
North Central Area	Miami Springs Senior High Miami Edison Middle School Miami Springs Junior High Westview Junior High
South Central Area	Miami Jackson Senior High Shenandoah Junior High
Southwest Area	Miami Killian Senior High Rockway Junior High
South Area	South Dade Senior High Homestead Junior High Palmetto Junior High

It should be noted that many of the quinmester program development activities included in this report have been instituted by various administrative departments of the school system. The encompassing nature of the quinmester program

requires that each administrative office assume responsibility for the development of the procedures, guidelines and support systems in their areas of responsibility that are required for the implementation of the quinmester program.

A STATUS REPORT OF THE ADMINISTRATION OF THE SECONDARY QUINMESTER PROGRAM

Although the experiences of the seven pilot schools which operated during the 1971-72 school year have assisted the new quinmester schools to effect a more efficient transition to the quinmester system, the major area of concern relative to the implementation of the quinmester program continues to be in the area of school management and administration. The identification of administrative problems resulting from the quinmester system, however, are frequently difficult to isolate from the administrative problems generally prevalent in traditionally operated secondary schools. The problems reported on in this document have been identified by the Secondary Quinmester Advisory Council, which consists of the nineteen quinmester principals and the area secondary directors, as being the most significant and pressing administrative concerns of the quinmester schools. It should be recognized that the problems discussed in this report exist in varying degrees at each of the quinmester schools since the nineteen schools reflect considerable diversity in administrative organization and format. The quinmester program is not designed to impose an administrative structure on a school but rather makes possible a variety of operational procedures based on the needs of students and the resources available in individual schools.

The administrative areas which reflect the major concerns of the secondary quinmester schools are discussed in the following section of this report.

Student Scheduling

The quinmester program, by design, is expected to provide maximum flexibility to the school and student in educational programming. A long-term goal of

the program is to make feasible the nine-week rescheduling of each student's program. This procedure has been determined to be impractical at this time since it requires resources at the school, area and county levels that are not yet available. Based on the internal resources available, a variety of scheduling strategies have been implemented by the nineteen quinmester schools. One of the pilot senior high schools rescheduled each nine-week period and though maximum flexibility was achieved, the process was costly in terms of the school's personnel resources and the resources of Central Data Processing. This frequent scheduling required an inordinate amount of time of the office staff and the school counseling staff and therefore, at this time is considered to be an impractical solution to quinmester scheduling for large senior high schools.

Several of the junior high schools, however, did manage to reschedule each nine weeks. Two junior high schools restructured the total master schedule while the others simply reassigned pupils into new classes each nine-week period and retained the same master schedule for the total year. A system of packaging of quinmester courses of study was designed by one of the new quinmester schools. This scheduling procedure consists of grouping various courses into packages and assigning students at the beginning of the school year into a package of courses suited to the student's ability and interest. In general, all of the quinmester schools are presently implementing a schedule design that makes maximum use, within the limits of the school's resources, of the curriculum flexibility inherent in the quinmester program.

During the 1971-72 school year 340 students from the seven pilot schools who had attended the 1971 summer quinmester session, selected a quinmester other

than the summer quinmester for a vacation or employment. This alternative for students is an integral dimension of the quinmester design and needs to be considered in any projected scheduling system.

The Dade County Central Data Processing Department is presently studying an I.B.M. developed computer scheduling system that may make feasible maximum scheduling flexibility with a reduced need for school resources. This computer program entitled, "Epic--Socrates," is expected to be field tested at several school centers during the 1972-73 school year.

Student Records

The area of student recordkeeping and recording of grades represents an increased problem in quinmester schools. This is largely due to each nine-week course valued at one-quarter of a credit and being a self-contained unit of study. This credit system requires entries in student records of final grades four times during the 180-day program, rather than the one final grade entered in student records in past years. The nongraded characteristic of the quinmester program makes it necessary for schools to audit student records each nine-week period to assure that each student has registered for and is enrolled in the courses required for graduation without repeating a course successfully completed by the student in previous quinmesters.

The recording on each student's records of four courses instead of the traditional year-long course makes it necessary to redesign the student record form to accommodate the increased number of courses each student completes during the three-year high school period and the three-year junior high school period.

The Dade County Central Data Processing Department is in the process of developing a program called A.I.D.S. (Academic Information Data System) which

is expected to be field tested starting in January, 1973. This computer program generates an automated record system which is expected to provide each school with a cumulative profile of each student including courses completed, teachers' comments, grades earned, graduation requirements that need to be met and student attendance. It is expected that this student recording system will have a positive impact on the clerical problems now present in the quinmester system.

Curriculum

Each of the seven pilot schools made extensive use of the curriculum developed under the supervision of the Division of Instruction for the quinmester program. The material was generally well received by both teachers and students who frequently provided significant feedback to subject area consultants recommending practical revisions. In some cases these recommendations have resulted in the updating of several quinmester courses of study.

Schools frequently included in their curriculum design more courses of study than they could adequately support with school resources. The pilot schools' experience has indicated that school-level curriculum design must consider the school's ability to provide the material support essential for the teaching of quinmester courses. New courses in the curriculum must be offered in limited numbers and available resource material must be inventoried prior to the inclusion of a course into the school's curriculum.

Pilot schools have indicated that by careful planning supplementary material can be purchased in minimum quantities and its use distributed over five quinmesters. This is particularly essential when specific quinmester courses of study are required of all students at a grade level. Schools can be expected to develop internal inven-

tories of quinmester supplementary material as they continue to implement the program. It is expected that the number of quinmester courses that a school can make available to its students will increase with every year of quinmester implementation.

The change in the state statute that permits school districts to designate ten percent of the state textbook allocation as a discretionary fund to be used for non-state adopted instructional material, has been particularly helpful to quinmester schools by providing fiscal support for the purchase of supplementary quinmester curriculum materials. Consideration is being given to including in the proposed 1973 Dade County legislative package a request to the legislature to increase from ten to thirty-five the percentage of state textbook funds that school districts may consider as discretionary funds.

Approximately 700 courses of study listed in Bulletin 1 Q have been printed by the school system, and approximately five new courses of study are being printed each week and made available to schools through Textbook Services. The courses that have been written are sent to the Duplicating Department for printing when a quinmester school indicates a definite need for the course and is including the course in its program within the near future.

It should be noted that in addition to the nineteen official quinmester schools, approximately thirty-one other secondary schools in Dade County are presently using quinmester courses of study in one or more subject areas. A secondary school may requisition quinmester courses of study after it has been determined by the staff that the courses of study are appropriate for the student population served by the school.

Quinmester courses of study are designed to be completed in a nine-week period and are particularly appropriate since all secondary schools are reporting grades at nine-week intervals during the 1972-73 school year.

Personnel

Quinmester schools are allocated no additional instructional personnel above the amount normally allocated Dade County secondary schools. The School Board did, however, provide an additional clerk 7 for each of the nineteen secondary schools operating on the quinmester plan during the 1972-73 school year. This allocation was authorized for the 1972-73 school year and an evaluation of the need for this position in light of the data processing support that is presently being developed, needs to be made this year.

The secondary pilot school experience indicated that personnel certification and the limitation of the number of teaching assignments each staff member can adequately cope with are definite constraints on the flexibility of the curriculum and the number of quinmester courses of study each school can make available to the students. A practical formula that each school may adopt to avoid an unmanageable number of teacher preparations and still maintain program alternatives, is to offer one and a half times as many courses as there are teachers in the subject area department, e.g., if there are ten science teachers in a senior high school, it is feasible to expect the school to offer fifteen courses of study in science each quinmester.

Individual staff members have expressed concern relative to students in the quinmester program not remaining with a teacher long enough to permit the teacher to get to know the student sufficiently. Individual student scheduling and various

school scheduling systems can be designed to assure students of remaining with an individual teacher for as many quinmesters as desired. It should be noted, however, that many staff members have indicated that the varying experiences students are exposed to by being assigned to several teachers in each subject area provide the student with a broadened approach to the subject area that frequently is not possible when the student is with the same teacher for the entire school year. Teachers in quinmester schools should be encouraged to function as resource personnel to the guidance staff to facilitate the assignment of students into appropriate quinmester courses of study, since it is not practical to expect the guidance staff of a school to be knowledgeable in the objectives and content of the 1,300 quinmester courses of study presently listed and described in Curriculum Bulletin 1 Q.

Teachers are encouraged to assist in the counseling of students into appropriate courses of study since it is on the basis of their input that courses of study are included in the school's curriculum. The opportunity available to teachers assigned to quinmester schools to design the school's curriculum based on the needs of the students and the skills and interests of the staff, should make this procedure feasible and generally increase the effectiveness of the school's instructional program.

The role of guidance personnel in quinmester schools is an ongoing concern of the Quinmester Advisory Committee and school staffs. A constant review of the tasks assigned to counselors is needed to assure that guidance counselors are not assigned clerical responsibilities to the extent that they are unable to provide the required counseling services to students. It is expected that as the student sched-

uling procedure becomes more systematized school level clerical assignments assigned to guidance staffs will be reduced.

One teacher during the 1971-72 school year selected to vacation during a period other than the summer months. This teacher was granted leave without pay for the fourth quinmester and assured of employment by the school principal for the fifth quinmester. A substitute was employed by the school to fill the teacher position during his absence. The Personnel Department is presently studying this procedure in terms of contractual arrangements, School Board policies and regulations, and the financial implications of this procedure for the total school system.

Flexibility in the contractual arrangements for instructional personnel may be determined to be feasible after comprehensive study. Secondary school enrollment traditionally decreases toward the end of the school year. This decreasing enrollment, coupled with a projected increase in the number of students who are expected to select a midyear quinmester for a vacation, and the increase in the number of students who accelerate their high school graduation by attendance at a fifth quinmester will result in an increase in the number of surplus instructional and administrative personnel in secondary schools.

This increase in the number of surplus personnel in quinmester secondary schools may be assigned to open positions resulting from midyear resignations, retirements and prolonged professional and personal leaves. These surplus teachers could be offered the alternative of selecting a midyear quinmester for vacation and study with an assurance of employment for the summer quinmester. The availability of procedures to enable personnel to select alternative vacation periods with

assurance of summer employment will in part, provide employment for some of the surplus personnel during the first four quinmesters and reduce the costs of staffing the summer quinmester. The potential is available for the adjustments of personnel allocations on a more frequent basis with the staff being contractually employed for four out of five quinmesters. Personnel adjustments required by the implementation of the quinmester program need to be the subject of study by all affected personnel and all departments in the school system.

The attendance of students in the 1971 quinmester program at Miami Beach Senior High School and Miami Springs Senior High School resulted in the graduation of 429 students during the school year who traditionally would have graduated from senior high school in June. These students were permitted to attend the June graduation exercises but were awarded diplomas at the end of the last quinmester they attended school.

The quinmester curriculum and requirements for graduation have been forwarded to the colleges and universities that Dade County students most frequently apply for admission, to assist college registrars in the processing of applications for admission of Dade County students. The admissions offices of several of the institutions have expressed interest in the quinmester program and have indicated that the quinmester curriculum would in no case be considered as a deterrent to the acceptance of a student by the university they represented.

General Administrative Activities

In an effort to facilitate the selection of appropriate courses by students and to assist in the involvement of parents in the course selection process, each

quinmester school published curriculum bulletins. These bulletins served as public information and student information documents. The publication of these bulletins was financed by the internal accounts of each individual school.

The publication of a special issue of the school newspaper by one senior high school, which included a comprehensive explanation of the total quinmester program and the curriculum of each quinmester, was determined to be an effective procedure for the dissemination of quinmester information to parents and students. Junior high schools issued curriculum booklets and supplementary parent and student bulletins to disseminate quinmester information to the students and their families.

The principals of the nineteen secondary quinmester schools and the area directors are meeting during this school year as the Quinmester Advisory Committee. These meetings serve as staff development sessions for quinmester school administrators in which recommendations for required changes in policies and procedures for the quinmester program are developed. During the 1972-73 school year, principals of schools that are considering the adoption of the quinmester organization have been invited to attend these staff development sessions. Similar meetings for teachers have been organized by individual school staffs and subject area consultants.

Implications for Plant Utilization

The maximum plant utilization effectiveness of any extended school year program can be achieved only by the mandating of attendance sessions. This procedure would distribute the pupil population equally into the five quinmester session with 80 percent of the pupils attending each session, and 20 percent of the pupils

vacationing each session. Operationally, with the mandating of attendance sessions, a school designed with 1,600 pupil stations could register 2,000 students in five quinmesters and required 400 of the registered students to vacation during each quinmester. This attendance pattern distributed over five 45-day quinmester sessions would facilitate the housing of 2,000 students in a school building designed for 1,600 students and effect a 25 percent plant utilization benefit.

No large urban school system has successfully mandated attendance sessions in a year-round school program. The mores and vacation patterns of the Dade County community make this procedure also impractical for the Dade County school system at this time. It should be noted that the plant utilization benefits derived from the mandating of attendance sessions in the Dade County Public Schools would not negate the need for the ten-hour day program since the student station deficit on the secondary level exceeds the 25 percent student station benefit derived by the mandating procedure.

The quinmester program as presently operating in Dade County permits students to attend voluntarily the fifth or summer quinmester. The plant utilization benefits derived from this operational procedure is contingent on the number of pupils who elect to attend the summer quinmester and accelerate their progress through the secondary program. Each student who attends the fifth quinmester for acceleration creates a student station benefit for an equal 45-day period during the regular school year. Students who, by their attendance at the summer quinmester avoid repeating a full school year or who graduate as a result of this summer session attendance, also contribute to the plant utilization benefits of the quinmester program.

Students in quinmester schools are given the alternative to vacation during any quinmester other than the summer quinmester with the understanding that they are expected to attend schools during the fifth quinmester. This procedure assists in the distribution of the student population over a longer school year and has the long-term potential of providing some plant utilization benefits.

It is generally projected that as the program is expanded to other secondary schools and becomes accepted and institutionalized, the number of pupils attending the summer quinmester and the number of students selecting alternative vacation periods will increase and commensurately provide increasing plant utilization benefits.

A REVIEW OF THE
1972 SUMMER QUINMESTER PROGRAM

On February 9, 1972, the School Board of Dade County authorized nineteen secondary schools to operate a quinmester program during the 1972 summer session and to continue with the quinmester organization and curriculum during the 1972-73 school year. The selected secondary schools operated a 45-day quinmester that started on June 12, 1972 and ended on August 14, 1972. The 1972 summer quinmester program in the nineteen secondary schools started on June 12, 1972 and was completed on August 14, 1972. The program was designed to be academically and administratively indistinguishable from any of the four quinmesters in the 180-day program. This procedure is required to be in compliance with State Statute 236.031 (2) (0) which states:

> "The department of education is authorized to approve selected schools to operate an extended school term beyond the required one hundred eighty days of instruction and to compute a proportionate increase in instruction units based on average daily attendance in such approved schools pursuant to regulations adopted by the state board. Provided, however, every such school shall, during the extended term herein authorized, conduct an academic instructional program of the same or greater quality and intensity as that conducted during the required one hundred eighty days of instruction."

In addition to the nineteen quinmester centers, quinmester satellite centers were established in school facilities that were more adequately suited for specific programs than the established quinmester centers. These satellite programs were:

Rivera Junior High	Exceptional Child Program
Biscayne Gardens Elementary	Exceptional Child Program

Miami Coral Park Senior High	Driver Education Program Motivation in Depth Science Program
Shenandoah Junior High School	Environmental Center--Crandon Park
Miami Senior High	English-Second-Language Program
Miami Palmetto Senior High	Driver Education Program
Miami Carol City Senior High	Driver Education Program

Attendance

Each quinmester center was assigned feeder schools by the appropriate area office. Junior high school students who completed the ninth grade during the 1971-72 school year were assigned to a senior high school quinmester center, and elementary students who completed the sixth grade during the 1971-72 school year were assigned to a junior high school quinmester center. In most cases, the feeder school arrangement was designed to permit a student to attend a quinmester center in the area that he was normally assigned for the 180-day program. In several cases, students interested in specific programs were enrolled in schools outside their attendance area.

The quinmester centers reported an enrollment of 13,176 students on June 16, 1972, which was the fifth day of the summer quinmester and identified as the fifth quinmester census day. This registration represents 12.5 percent of the total secondary school population enrolled at the end of the ninth month of the 1971-72 school year. This registration figure does not include approximately 3,100 pupils who enrolled at quinmester centers for less than half a day, since pupils who do not attend school for a minimum of three hours each day do not generate any state ADA reimbursement are not included in the eleventh month attendance report prepared for the State Department of Education by the Attendance Office. Since the summer quinmester session

was designed to be indistinguishable in organization and program from a quinmester program operating during the regular school year, students were expected to participate in a full academic program which, in the majority of cases, required that they attend a full five-hour session of school. Some exceptions were permitted for students who needed to attend only one or two remedial courses and were employed for the remainder of the day. Additional exceptions were made for students who preferred to limit their enrollment to the Driver Education Program and to high school seniors who were permitted upon request to enroll only in the the classes required for graduation.

The total number of students attending classes at the quinmester schools was 16,276 or 15.07 percent of the secondary school population at the end of the ninth month of the 1971-72 school year. The racial composition of these 16,276 students was 65 percent white and others, and 35 percent black.

The membership at the end of the summer quinmester was 10,540 with an average daily membership throughout the 45-day period of 11,179. The percentage of attendance for the quinmester session was 83.36.

The 1971 summer report indicated that 9,344 students attended academic programs during the 1971 six-week summer session. This indicates a 29 percent increase in student enrollment in the 1972 summer quinmester over the 1971 six-week summer session. It should be noted that the 1971 summer academic program did not require a full day attendance while the 1972 summer quinmester required, with minimal exceptions, that students attend a full day session.

Program

The curriculum at each quinmester center was structured by the staff of the school utilizing the courses of study listed and annotated in Bulletin 1 Q. Each quinmester center was asked to consider the needs of the pupils from the feeder schools as well as the needs of the students regularly enrolled at the quinmester center in designing their summer curriculum. A survey of the quinmester centers indicates that courses in every subject area were offered with the Language Arts, Social Studies and Mathematics classes generally having the largest enrollments.

The Motivation in Depth Science Program operated at Hialeah Senior High School and the Accelerated Algebra Program operated at Parkway Junior High School and Thomas Jefferson Junior High School. In previous summers these programs operated as special programs and were supported by Special Teacher Service Units.

The Environmental Center, which operates from Crandon Park, was also supported by the quinmester program and used by 2,100 science students from the summer quinmester centers.

Each of the senior high school quinmester centers operated a Driver Education Program. The program serviced 3,455 students. Ninety percent of the enrollment or 3,110 students were enrolled for only one hour during the school day, and therefore, are not accounted for in the final attendance report. Although these students did not generate state ADA reimbursement, their enrollment does reflect in the state's Driver Education Program reimbursement.

Secondary Special Education programs were operated at Thomas Jefferson Junior High School, Riviera Junior High School and Hialeah Junior High School under the aegis of the quinmester program and attended by 104 students.

The principals of the quinmester centers reported that of the 11,179 pupils in average daily membership, approximately 42 percent attended the fifth quinmester for remediation, 34 percent attended to accelerate their program, 14 percent attended for enrichment experiences, 7 percent enrolled planning to vacation during another quinmester of the 1972-73 school year and 3 percent had other personal reasons for attending the program.

Personnel

The staff allocation formula as outlined in the Handbook of Instructional and Clerical Allocations to Schools and District Offices, 1971-72, was used to allocate staff to the summer quinmester centers. The staffing at each school was based on the enrollment as of the fifth day of the quinmester session which was June 16, 1972. The summer quinmester program enrollment generated 625 teaching positions, or 58 percent more than the academic credit program generated during the 1971 summer session. These positions were filled by 1,005 instructional staff members since the majority of the quinmester centers arranged for two appropriately certificated staff members to share the nine-week summer session. The area offices arranged, in several cases, for principals and assistant principals to share allocated positions.

The criteria outlined in the Dade County policy handbook relative to summer school employment of instructional personnel, was adhered to with some exceptions as permitted by policy authorized by area superintendents.

At each of the quinmester schools, principals were encouraged to employ teaching and administrative personnel from the major summer feeder schools. The employment guidelines adopted by the quinmester principals indicated that 50 percent of the staff of the quinmester centers should come from the centers' regular 180-day

program faculty and the remaining 50 percent be divided among the schools feeding into the center for the summer program.

Each school center was allocated clerical personnel based upon their enrollment and within the formula that is operational during the regular school year. Registrars and other twelve month clerical personnel were excluded from the positions allocated to the schools for the summer quinmester since they normally are employed for the quinmester session as part of their regular employment period.

A similar staffing procedure was adopted for the custodial staff. The only custodial staff increases permitted at the quinmester centers was the addition of custodial maids who are normally employed for ten months.

Administration

The school level administrative procedures for the summer quinmester program were largely experimental since the 1972 summer session was the first attempt in Dade County to implement the quinmester summer center concept. The students who attended the nineteen centers for the fifth quinmester session came from 143 different Dade County Public Schools and 13 local private schools. This resulted in an enrollment pattern in which 5,698 students or 43 percent of the first day's registration attended a quinmester center which was not the school to which they are regularly assigned for the 180-day program.

Approximately 4,000 of the enrolled students were transported by school buses each day as transportation services were made available to each student who resided more than two miles from the quinmester center to which he was assigned. Many of these students, prior to this time, had never been eligible for school transportation service.

Irrespective of the newness of the experiences for students relative to transportation, school facility and instructional program, each of the quinmester centers reported that the discipline problems encountered during the fifth quinmester were fewer and less serious than the problems experienced during the regular school year. There were no school disruptions during the quinmester summer session that warranted the closing or early dismissal from school.

A preregistration program for the summer quinmester was conducted by the guidance counselors and administrative staffs of the quinmester centers in cooperation with the feeder schools and area offices during the week of May 3, 1972. This procedure resulted in 12,109 preregistrations for the summer quinmester program. On June 12, the first day of class for the fifth quinmester, only 8,931 of the preregistered pupils attended classes. On the fifth day of the quinmester session, which was considered summer census day, 13,176 full-time and 3,110 part-time pupils were enrolled in classes. The delay in reaching peak enrollment caused some difficulties to the quinmester centers relative to staff allocation and student scheduling.

The summer staff was allocated to each quinmester center on the basis of the enrollment as of June 16, 1972, the fifth day of the quinmester session. This procedure made it necessary for principals to conservatively estimate enrollment and then increase or decrease the instructional staff based upon the center's day or fifth day enrollment.

In an effort to facilitate the recordkeeping responsibilities of the quinmester centers, a composite registration, report card, transmittal and schedule form was developed by the Division of Instruction staff. This form made it possible

to issue report cards to the pupils on the last day of the quinmester session and forward the pupils' records to their home schools on the same day.

The 1972 summer quinmester program enabled 593 high school students to graduate on August 14, 1972. This represents 9.3 percent increase over the 1972 summer program which graduated 553 students from senior high schools. As a result of successfully completing the summer quinmester program, 698 pupils advanced from junior high school to senior high school. Information for a comparison of junior high school students advancing to the senior high school between the 1971 summer session and the 1972 quinmester session is not available.

The school lunch program operated at all of the nineteen quinmester centers. Thirty-nine percent of the students participated in the lunch program each day of the 45-day session. The schools served approximately 3,900 lunches each day and those pupils who, during the regular school program, were authorized reduced price or without charge meals were approved for a similar lunch program during the fifth quinmester. Several of the quinmester centers served midday snacks and/or breakfast in addition to lunch.

Fiscal support for instructional materials and supplies was allocated to each quinmester center using the same budget formula that is applied during the 180-day instructional program. These funds were made available to the school centers in April, 1972 to permit early instructional planning. In cases where the funds allocated exceeded the amount generated by the student enrollment, the excess funds were deducted from the instructional material account in the school center's 1972-73 budget. At those schools in which the instructional material fund

was underestimated, additional funding based on the formula was added to their regular 180-day program budget.

A staff development program for quinmester school administrators was organized during the summer session and will continue throughout the 1972-73 school year. The purpose of these sessions is to share the administrative problems and solutions relative to the operation of the quinmester program, and to recommend to the appropriate school administrator and departments suggestions for changes in administrative policies, regulations and guidelines required for the implementation of the program.

Program Costs

The 1972 summer quinmester program required a total expenditure of $2,209,848 of which $814,212 were local costs. The attendance at the nineteen quinmester centers and the satellite schools generated an average daily attendance reimbursement under the Minimum Foundation Program of $1,013,636 which will be added to the total ADA reimbursement paid to the Dade County Public Schools during the 1972-73 school year. In addition to the ADA reimbursement, a state legislative grant of $382,000 to support the initial implementation cost of new quinmester schools will be forthcoming during the 1972-73 school year.

Three significant factors need to be considered in reviewing the costs of the 1972 summer program and in making comparisons with summer programs of past years. The factors are:

1. Since the summer quinmester program was designed to be equal to a quarter of the regular 180-day school year, various costs were charged to the

summer session that in previous years were not charged to the academic summer program, i.e., custodial salaries and utility costs.

2. The summer quinmester program costs need to be considered in terms of the 1,087,678 student contact hours generated at nineteen school centers compared to 592,203 student contact hours at 32 secondary academic centers which operated during the 1972 summer session. The data for contact hours was compiled from the daily reports kept at each center during the 1971 summer session and the attendance reports forwarded to the Attendance Office by the quinmester schools during the 1972 summer session. A contact hour represents each hour a pupil is with an instructor, i.e., a pupil in a program from 8:00 a.m. to 11:00 a.m. is considered as having had three contact hours.

3. The 1972 summer quinmester program includes several programs that produced a limited ADA reimbursement and that in previous years were included in the secondary academic summer program. These programs include Driver Education, Accelerated Algebra, etc. Several additional programs that in the past were considered as nonacademic and leisure-time and/or recreational programs were offered as part of the credit curriculum at the quinmester centers. Programs of this type include typing, arts and crafts, Home and Family Education and Instrumental Music.

A more detailed analysis of the cost of operating a summer quinmester and the quinmester program's impact on the annual operating cost of the 180-day program has been prepared by the Division of Finance and is included as a separate section of this report.

RECOMMENDATIONS RELATIVE TO THE OPERATION OF THE FIFTH QUINMESTER

The following recommendations have as their focus the administration of a summer program. These recommendations are directed to county offices, area offices and individual schools, and are not presented for Board action at this time.

1. That all secondary instructional programs including vocational programs offered during the summer session should be operated for a 9-week period.

   Rationale: The operation of 6-week programs during the 1972 fifth quinmester resulted in reduced ADA reimbursement to the Dade County Public Schools.

2. That all secondary special school centers be operated during the summer session for a 9-week period under the aegis of the quinmester program.

   Rationale: Special school centers, i.e., Youth Opportunity School, MacArthur Senior High School, Silver Oaks and Cope Centers, provide services to the regular 180-day program that are legitemately required for the operation of the 45-day summer session. These special centers have, in the past, been supported by special teacher service units and local funding. Their operation under the quinmester plan would generate ADA reimbursement and reduce the level of county support required for their summer operation.

3. That area offices, when feasible, consider merging junior high school summer quinmester centers with senior high school quinmester centers, therefore, operating a complete secondary program in a single facility.

Rationale: This procedure would permit a more efficient utilization of physical plants and in some areas, would provide an opportunity to house a maximum number of students in air conditioned facilities during the summer session. This operational format would affect economies in operating costs by reducing utility consumption and school lunch program personnel requirements.

4. That the Division of Support Services and area offices consider the feasibility of operating one centrally located school lunch program in each area and the remaining summer quinmester centers as satellite operations.

Rationale: This procedure would serve to reduce school lunch program costs during the fifth quinmester.

5. That the fifth quinmester center instructional personnel allocation be reviewed at the end of the fourth week of the summer session and that each quinmester center allocation be adjusted at this time to reflect the changes in student membership.

Rationale: This procedure is presently in operation and coordinated through the office of staffing control during the 180-day program, and should be a continuing practice through the summer quinmester session.

6. That the staffing budget and the fifth quinmester be developed to include coaching supplements and special teacher supplements.

Rationale: The budget procedure would facilitate the development of a full program at the summer quinmester centers. After-school recreation programs could be organized to provide a service to the school community and permit the reallocation of the summer resources generally allocated for this activity. Teacher salary supplements would also permit schools to program extracurricular and interscholastic activities and to institute additional programs such as dramatic productions and band concerts.

7. That the fifth quinmester budget include funds to be allotted to area offices to provide services to summer quinmester centers similar to those provided for the regular 180-day program, i.e., visiting teachers, speech therapists and psychologists. The allocation to area offices for this purpose is not to exceed 5 percent of the total countywide summer quinmester staffing budget.

Rationale: The commitment to operate schools during the summer quinmester program with an academic and administrative format similar to the 180-day program, mandates that the services of visiting teachers, psychologists, etc., be available to school centers during the summer session.

8. That a prorated portion of the funds allocated each quinmester center for instructional material be forwarded to each school center in the form of a voucher to facilitate the direct purchase by each school of the supplies required for special subject areas, i.e., Industrial Arts, Home Economics, etc.

Rationale: This procedure is similar to the one used during the 180-day program for the distribution of instructional aid tax money. This form of distribution of support funds permits schools to purchase required supplies for Home Economics and Industrial Arts by dealing with local vendors and avoids the requisitioning of supplies through the central office purchasing department.

9. That a countywide fifth quinmester pre-registration date be established and formal registration, articulation and student program selection procedures be developed.

Rationale: The development of efficient summer quinmester registration procedures and guidelines will assist quinmester centers in the efficient opening of the summer session. Registration procedures should include the identifying of those eligible for partial payment or free lunches and clearly outline the courses of study that are recommended for the student by his home school.

10. That the Division of Personnel review various personnel procedures and recommend changes required for the operation of a summer quinmester program.

Rationale: The procedures recommended for study might include, but not be limited to:

a. Sick leave procedures during the summer quinmester program.

b. Summer employment criteria.

c. Auditing of the summer quinmester staffing allocation.

d. Policies and procedures relative to the sharing of allocated teaching and administrative positions by more than one staff member.

e. Policies and procedures relative to professional staff members selecting alternative quinmesters for vacation or study.

11. That the Attendance Office develop procedures and guidelines for student attendance reporting with particular emphasis on the procedures to be adopted by schools for students selecting alternative quinmester vacation periods.

Rationale: Specific withdrawal forms, parent permission forms and counseling procedures need to be developed to expedite the withdrawal reentry, and accounting of those pupils who elect alternative quinmester vacation periods.

PLANNED QUINMESTER ACTIVITIES FOR THE 1972-73 SCHOOL YEAR

The data available at this time, a major portion of which is included in this report, indicates that the continued development and a controlled expansion of the quinmester program is warranted and feasible.

This strategy is essential to assure the efficient operation of the nineteen schools presently operating with the quinmester program, and to assist in the development and validation of the support systems and curriculum that have been developed under the aegis of the quinmester program. It should be noted that the revised secondary curriculum, the computer scheduling and the student record systems now under development are expected to have a positive effect on the operation of Dade County secondary schools irrespective of the administrative organization adopted in the future.

To maintain eligibility for Minimum Foundation Program funds for the projected 1973 summer program, it is essential that the Dade County Public Schools comply with state statutes 230.23 (4) (F) 4 which states:

> "Any school board planning a twelve month program shall notify the department of education of such plans on or before January 1, preceding the school year or in which the plan is to become operative."

Present plans are to recommend to the School Board that the Superintendent be authorized to request from the State Department of Education Minimum Foundation Program support for a maximum of twenty-one secondary schools and seven elementary schools which will operate with a quinmester program during the 1973 summer session. This authority will be requested without identifying the specific secondary school centers since the centers that will operate during the 1973 summer session

will not be selected by area offices until April, 1973. The elementary quinmester field test centers have been identified and present plans are that the elementary field test centers will operate with a quinmester program starting with the 1973 summer session if anticipated curriculum developed for the elementary quinmester program is completed during the 1972-73 school year.

In addition to the authorization to operate schools with an extended school year which will generate Minimum Foundation Program support, plans are being developed to request a legislative grant to assist in the first summer operation of the elementary quinmester program.

The State Legislature and the State Department of Education have in previous years recognized that school districts require additional financial support as they institute extended school year programs. It is on this basis that $347,000 was granted Dade County in 1971 for the quinmester program and that this sum was increased to $382,000 for the 1972 summer program. The application for this grant should be submitted to the State Department of Education in sufficient time for the funds to be included in the education budget submitted to the 1973 State legislative session.

Based on the information presently available and the apparent interest in the community, professional staff and students in the quinmester program, it appears to be advisable to continue to expand the quinmester concept and organizational format to additional interested secondary schools. This expansion could be permitted with the following stipulations and guidelines:

1. The adoption of the quinmester curriculum and organizational format for the 180-day school period does not imply that the school will operate for the fifth (summer) quinmester.

2. The adoption of the quinmester curriculum and organizational format does not imply the allocation of additional staff or an increased operating budget.

3. The adoption of the quinmester curriculum and organizational format should be preceded by an intensive staff development program coordinated by the area office and school administrative staff.

4. The community and students in the school should be involved in an orientation session relative to the quinmester program.

5. Students should be permitted to exercise the option of selecting vacation periods during one of the four quinmesters in the 180-day school year with the understanding that attendance at a summer quinmester center will be required.

Tentative plans for the 1972-73 school year are to encourage as many secondary schools as possible, within the prescribed guidelines, to adopt the quinmester curriculum and format during the current school year. This procedure would provide each area office with alternatives in their selection of quinmester centers during the 1973 summer session. These alternatives could have the effect of providing some cost benefit in the operation of the summer or fifth quinmester.

The specific cost benefits that may be realized by making alternatives available to area offices in their selection of summer quinmester centers are:

1. A reduction in student transportation costs could be realized by locating quinmester centers in areas where there is a heavy concentration of students.

2. Satellite kitchens could be established to reduce food service costs during the fifth quinmester.

3. Junior and senior high school quinmester centers could be combined in one facility, therefore, reducing the need for administrative, custodial and food service personnel.

Summer program statistics indicate that approximately 60 percent of the student membership at the nineteen summer quinmester centers were enrolled at the quinmester centers during the regular 180-day program. It appears feasible to conclude that students having interest in attendance in the summer quinmester generally come from quinmester oriented schools. As the number of schools operating with a 180-day quinmester program increases, it can be assumed that enrollment at the summer quinmester centers will increase.

In addition to the above mentioned major activities additional administrative concerns relative to the quinmester program will be reviewed and studied during the 1973-74 school year. These areas are:

1. The attendance reporting system needs to include a procedure providing guidelines for reporting students who vacation during quinmesters one through four.

2. The contract with the firms printing senior high school diplomas needs to be reviewed regarding providing students with diplomas at intervals during the school year.

3. Procedures need to be developed that will make alternative vacation periods manageable for instructional personnel.

4. Guidelines and procedures need to be developed for participation of students in extracurricular activities such as the Silver Knight program, various contests, school athletics and school publications. These student activities are affected by varying vacation periods and accelerated graduation.

5. Emphasis needs to be centered on the development of computer generated student records, report cards and school scheduling.

6. A Dade County Public School calendar needs to be prepared for presentation to the School Board that provides as many planning days as are feasible between the quinmesters.

7. Communications must be continued and expanded with civic organizations, Parent Teacher Associations, community organizations and local industries, emphasizing the value to the school system and the community at large of optional vacation periods.

8. Quinmester courses of study need to be continuously updated and improved. Additional courses of study should be written and made available to schools particularly in the area of vocational education.

9. Efforts must be continued to develop an instructionally valid and manageable elementary quinmester program.

The Secondary Quinmester Advisory Committee will continue to meet during the school year in an effort to provide direction to the Division of Instruction in an effort to provide direction to the Division of Instruction in the preparation of recommendations for changes in procedure and policy. The advisory committee also serves as a staff development program for school administrators involved in the secondary quinmester program.

PLANS FOR THE DEVELOPMENT OF THE ELEMENTARY QUINMESTER PROGRAM

On February 9, 1972, on recommendation from the Superintendent, the School Board authorized the administrative staff to proceed with the development of an elementary quinmester program. In providing leadership for the development of the elementary quinmester program, the Division of Instruction accepted the following basic assumptions:

1. That to achieve the maximum plant utilization potential from a non-mandated quinmester program, the opportunity to select alternate vacation periods needs to be provided to pupils at all educational levels.

2. That the elementary curriculum revision required for the implementation of the quinmester program will effect a positive educational program for elementary pupils.

3. That the curriculum revision required for the implementation of the elementary quinmester program will require a unique design that will differ from the curriculum organization adopted for the secondary program.

4. That the projected unique curriculum design required for the implementation of an elementary quinmester program will utilize the systems approach to reading and mathematics instruction developed by the Dade County Public Schools, and that local resources will be utilized for curriculum development only when comprehensive investigation indicates that commercially developed materials are neither available nor adequate.

5. That the school level management problems of students and staff scheduling would not be as significant a concern at the elementary level as it is on the secondary level.

6. That the systems approach to instruction requires the development of a practical classroom management system that can be implemented with the personnel resources presently available and with all types of classroom organization.

7. That other than the scheduling and instructional classroom management problems, the administrative implications of the quinmester program at the elementary level are similar to the administrative concerns encountered by the quinmester pilot schools.

To facilitate the development of the elementary quinmester program, an interim countywide Elementary Quinmester Advisory Committee representing all areas, all work levels, professional organizations and community organizations was established in April, 1972. This interim advisory committee had as its major function the development of a rationale for the elementary quinmester program and the development of a criteria for the selection of elementary quinmester field test centers.

An expanded countywide Elementary Quinmester Advisory Committee was established in September, 1972, which included in addition to the membership that served on the 1971 interim committee, all the subject area consultants assigned to the Division of Instruction and the principal and a teacher from each of the selected field test centers. This newly organized advisory committee was charged with the following responsibilities:

1. To provide communications between the quinmester elementary curriculum field test centers with the curriculum consultants in the Division of Instruction.

2. To provide input to the elementary quinmester writing team from field test center personnel and subject area consultants.

3. To review and critique the curriculum organization and design proposed by the subject area consultants to the quinmester writing team.

4. To recommend changes in administrative policies and procedures required by the adoption of the quinmester program in elementary schools.

5. To coordinate the dissemination of information covering the elementary quinmester program to the community and the professional staff.

6. To develop the forms and clerical procedures required for the effective management of the elementary quinmester program.

7. To recommend changes in state statutes, regulations and accreditation standards that are required for the implementation of the elementary quinmester program.

8. To provide leadership and input to the field test center curriculum committees.

9. To provide input and generally assist in the development of an updated "Dade County Rationale for the Elementary Quinmester Program" for approval by the Associate Superintendent for Instruction.

Two major subcommittees were organized from the membership of the 1972-73 Elementary Advisory Committee at its first meeting on September 20, 1972.

A committee was established which includes all the field test center principals and the area directors. This committee was charged with the responsibility for a comprehensive study of the administrative implication of an elementary quinmester program. The subject area consultants were organized also into a single committee to review the curriculum development for the elementary quinmester program and to provide guidance and direction to the quinmester writing team. The leadership provided the subject area consultants in the development of an elementary quinmester curriculum is expected to result in the inclusion of the most contemporary curriculum concepts into the elementary curriculum design and structure.

The criteria for the identification of elementary quinmester field test centers developed by the 1971 interim Elementary Advisory Committee was presented to the area superintendents and has resulted in the selection of the following schools as field test centers:

Northeast Area	William J. Bryan Elementary School	
Northwest Area	North Hialeah Elementary School	
North Central Area	Lorah Park Elementary School Glenn Curtiss Elementary School	) Paired)
South Central Area	Auburndale Elementary School	
Southwest Area	Everglades Elementary School	
South Area	Palmetto Elementary School	

These field test centers have as their major functions:

1. To provide recommendations to Division of Instruction personnel relative to the designing, formats and content of proposed quinmester curriculum material.

2. To field test commercially produced materials and programs and provide relevant feedback in terms of the appropriateness of this material for inclusion in the elementary quinmester curriculum structure.

3. To field test the experimental materials produced by the elementary quinmester curriculum writing team.

4. To provide input to the elementary quinmester advisory committee related to the school level administration of an elementary quinmester program.

5. To organize a school level quinmester curriculum committee to assist in communicating the total faculty's input concerning the quinmester curriculum and administration to the county with the quinmester elementary advisory committee.

Present plans are to operate the seven elementary quinmester field test centers as quinmester schools during the 1973 summer session. It may be necessary to reevaluate these plans in terms of the progress made in the revision of the elementary curriculum during the 1972-73 school year. Final plans relative to the 1973 summer program are scheduled to be presented to the School Board at a meeting in February, 1973.

The Advisory Committee, upon reviewing the rationale of the elementary quinmester program developed in May, 1972, recommended that the document be subject to additional review and critique by the staff of the field test centers and the membership of the 1972 Advisory Committee. The document was subsequently distributed with data retrieval forms to all teachers in the designated field test centers and additional county and area level personnel. The following statement

represents the revised Dade County rationale for the elementary quinmester program: This statement of the rationale of the elementary quinmester program is recognized as an interim statement and it is expected that it will be subject to review and revision as additional input based upon the experience of field test personnel, other professional staff members and professional and community organizations becomes available.

ELEMENTARY QUINMESTER PROGRAM RATIONALE

During the 1972-73 school year, nineteen secondary schools in Dade County are operating under a quinmester organization. This plan for year-round school operation divides the school year into five segments of nine weeks each, with student attendance required during any four of the five quinmesters. Participation in a fifth quinmester may be for acceleration, enrichment or remediation. The student and his parents make the decision as to which one of the five quinmesters will be selected as his vacation period or whether he will attend all five quinmesters. It should be noted that, at the present time, the remainder of the secondary and all of the elementary schools in Dade County are operating with a calendar based on the quinmester format, that is, four nine-week grading periods coinciding with the first four quinmesters of the quinmester calendar. With this system-wide adoption of the nine-week calendar, it is now possible for additional schools at any level to begin to function as quinmester schools without rescheduling of school days for children, work days for teachers or vacation periods.

A recent evaluation of the secondary school quinmester plan notes a successful achievement of specific objectives set for the program. A steadily increasing number of junior and senior high schools are implementing the quinmester curriculum in this program, and it is anticipated in the near future that all secondary schools will adopt this instructional format. This expansion of the quinmester concept makes mandatory the inclusion of the elementary schools, the foundation of a total feeder school system, to support the K-12 instructional program design and continuous program curriculum.

During this school year, consideration is being given to extending the quinmester concept to the elementary school. Though many of the objectives of the quinmester program are the same for both elementary and secondary programs, differences in organization, staffing and instructional objectives make it necessary that the quinmester concept be reanalyzed for adaptation to the elementary level.

A quinmester program at the elementary school level would have the potential to--

1. Achieve increased plant utilization by serving up to 20% more students within the existing (school) facilities;

2. Provide students and school staff members with an opportunity to voluntarily select for a vacation one nine-week quinmester period from a total of five such periods distributed equally throughout the full year, which in effect has the potential to reduce overcrowded conditions in the schools;

3. Provide opportunity for increased income for some teachers by extending their period of employment through five quinmesters;

4. Extend the period of time in school attendance for those students who choose to attend five quinmesters for enrichment, remediation or acceleration;

5. Effect a reanalysis and possible reorganization of summer school programs as presently operated.

The extension of the quinmester concept to the elementary school would necessitate a reexamination and to some extent a revision of present curricular offerings. The option to select any one of the five quinmesters as a vacation period makes a continuous progress curriculum essential. That is, a student

will be given the opportunity to enter school after any nine-week vacation period and participate in curricular offerings appropriate to his learning level.

Beyond this basic requirement for a continuous progress program, further revision would depend on both identified curriculum needs and the resources available to carry out the reorganization.

The extent of curriculum revision is almost unlimited. However, available program resources will be initially directed toward examining current educational research that has presented new insights into children's needs, the wide variety of dramatic new educational materials, and those programs implemented by elementary teachers which have improved instruction. Each of these, whether they be teacher-designed instructional programs, ideas drawn from educational theory, newly published texts, or complete multimedia concept packages, deserves careful scrutiny for possible incorporation into the elementary curriculum on a systemwide basis.

It is intended that the funds made available to support the planning and development of the elementary curriculum will be utilized to--

1. Bring about the essential minimal curriculum reorganization as described above;

2. Provide opportunities for students to develop the interpersonal and intrapersonal skills necessary to deal with current pressing social problems;

3. Concentrate the available and appropriate resources of the school system on the identified goals.

Curriculum Philosophy of the Quinmester Program

In order to develop a viable and effective instructional program, it is necessary to accept certain assumptions about the learning process and the nature of the learner himself. Each individual is unique, with special skills and talents; it is the obligation of educators to provide appropriate learning experiences through which the student will progress at his own pace toward higher orders of behavior.

A series of topics or themes will identify curricular elements offering avenues for a wide variety of activities, interdisciplinary in nature and utlizing the process approach.

Organizing principles drawn from each of the disciplines will serve as the structural threads for the K-6 themes and also provide the framework within which banks of cognitive, affective and skills objectives can be clustered for use by individual teachers.

Students will learn how to process information (i.e., ideas, facts, concepts, cognitive elements) and be able to deal with it intelligently. The instructional program needs to be concerned with more than what teachers want their students to know and be able to do. It is essential that teachers keep in mind the role and expectations society has for the individual. Therefore, we are equally concerned that those aspects of the affective domain--values, attitudes and the valuing process--be an integral part of the total program.

Guidelines for Curriculum Development

Curriculum designers building on this framework will develop meaningful relevant instructional goals. The following guidelines have been developed to

guide curriculum revision associated with the quinmester program:

1. The structure and content of each unit should be developed so as to assist the teacher in individualizing instruction. This requires that objectives be clearly stated in measurable terms.

2. The curriculum should be based on current knowledge of child growth and development.

3. The curriculum should be organized so as to generally employ process as a strategy to the sequential acquisition of skills and knowledge.

4. The curriculum should be flexible enough to be incorporated into the diverse classroom organizational structures in Dade County schools.

5. The curriculum should offer a wide variety of alternatives from which teachers could select appropriate content, activities and support materials.

Administrative Framework

Administrators will need to focus their attention on a number of areas of concern, predetermined for the most part, which are administrative responsibilities evolving from the implementation or revision of any instructional program.

Foremost of these areas of concern is instructional improvement. The administrator should assess the school's needs and establish program goals. In preparation for the introduction of new curriculum, he needs to organize his staff, plan for effective implementation of the curriculum and coordinate all other aspects of the total instructional program. Finally, he needs to design procedures for an ongoing evaluation directly related to the established program goals. It would be the administrator's responsibility to identify and utilize auxiliary and support services for these tasks.

A second area that will demand careful consideration is the improvement of school-community relations. Although support will be needed from central and area office staffs, the responsibility will rest with the principal and his staff. It is at the local school level that meaningful, positive involvement will take place.

A third area of importance, one directly related to instructional improvement, is that of staff development. The elementary school principal, with area administrative office personnel, should coordinate available support services to facilitate the identification and fulfillment of teacher needs.

Other areas of administrative action will include decisions regarding personnel allocation, assignment of individual teachers, salaries and vacations for all staff members, as well as general physical plant maintenance and program budgeting.

The principal of a school implementing the total quinmester organizational structure will need to consider the establishment of an appropriate student record-keeping system and a management system for the effective utilization of instructional resources, materials and equipment.

Administrative policies and procedures at the school, area and central office levels need to be subjected to continuous study and evaluation.

The degree of success that an instructional program realizes is directly related to the management system, its adaptability to change and adjustment, its effectiveness in helping students and teachers reach their potential and its administrative commitment to the attainment of program objectives and goals.

APPENDIX

APPENDIX A:

QUINMESTER COST ANALYSIS

FISCAL YEAR 1971-72

QUINMESTER COST ANALYSIS

FISCAL YEAR 1971-72

Prepared By

Finance Division
Planning Section
November, 1972

QUINMESTER COST ANALYSIS

Conclusions

1. Direct costs per student in average daily attendance (ADA) at 19 quinmester schools were higher for the fifth quinmester than for the first four quinmesters, but could be reduced to a comparable level by increasing the attendance (ADA) from 10,000 to approximately 28,000.

2. Direct costs per ADA for the fifth quinmester were lower than for a comparable segment of the 1971 regular summer school program.

3. Direct costs per ADA at 19 quinmester schools for the first four quinmesters were comparable to the direct costs per ADA at 40 non-quinmester secondary schools for the regular 180 day school year.

4. The majority (approximately 83%) of the costs of the 1972 fifth quinmester were due to students who were either accelerating their graduation or who had opted out of a regular quinmester. These costs would have been incurred eventually and, except for slightly higher costs due to higher per ADA costs, the major effect was that the costs were incurred sooner.

Introduction

The first phase of this cost analysis was to identify the total direct cost attributable to:

1. The fifth quinmester (1972 Summer Session) in 19 secondary schools;
2. The regular (first four) 1971-72 quinmesters in 19 secondary schools;
3. The secondary, academic component of the regular 1971 summer school program and
4. The regular 1971-72 180 day program in 40 non-quinmester secondary schools.

For purposes of this analysis, total direct costs are those costs which are a direct result of having operated the program. Accordingly, the costs of the above programs only include costs which would be eliminated if the program were deleted. For example, salaries of twelve-month employees such as senior high principals, registrars and some custodians are totally included in the cost of the first four quinmesters and are totally excluded from the cost of the fifth quinmester and the regular summer school program. On the other hand, provisions for matching retirement, group insurance, pupil transportation costs and school food deficits are included in direct costs.

A second phase attempts to project total and per ADA costs of the fifth quinmester assuming varying attendance levels. For this purpose, direct costs of the fifth and regular quinmesters (from Phase I) were separated into fixed and variable cost components. Then, for purposes of projecting cost of the fifth quinmester, variable costs were considered to be directly proportional to ADA and fixed costs were considered to be constant. In all probability, both fixed and variable costs do not act precisely as assumed, but this procedure should produce reasonable and useful results.

Phase I

Schedules A through C summarize the results of Phase I. Schedule A reduces the total direct local cost to bases on which costs are comparable: cost per aggregate day attendance and cost per average daily attendance (for a 45 day period).

Results indicate that the fifth quinmester had a higher direct cost per student than the first four quinmesters. This was primarily due to two factors: lower average daily attendance since fixed costs were allocated over fewer students and higher average salaries due to preferential employment of teachers on continuing contract. However, results also show that the fifth quinmester was less costly per student than the comparable component of the regular summer school program.

Also, when the direct costs per ADA of individual quinmester schools (for the first four quinmesters) were compared to the costs of the 40 non-quinmester secondary schools, quinmester school costs were lower just as often as they were higher which suggests that costs differences among schools are due to factors which affect all schools (i.e., level of attendance, average teachers salaries, etc.).

SCHEDULE A

COMPARISON OF THE REGULAR SCHOOL PROGRAM,
THE REGULAR QUINMESTER PROGRAM, THE FIFTH QUINMESTER, AND
THE SECONDARY ACADEMIC SUMMER SCHOOL PROGRAM
1971-72

	40 Non-Quinmester Secondary Schools - Regular 180 Day Program	19 Quinmester Schools			1971 Secondary Academic Summer School***
		Quins 1-4			
		Four Quins	Average Per Quin	Fifth Quin (45 Days)	
Total Direct Local Costs	$24,983,259	$13,871,588	$3,467,897	$1,128,840*	$993,440
Aggregate Days Attendance	11,849,760	6,307,380	1,576,845	450,505	265,854
Local Cost Per Aggregate Day Attendance	$2.11	$2.20	$2.20	$2.51	$3.74
Average Daily Attendance (F.T.E.)	65,832	35,041	8,760	10,011	8,861
Local Cost Per Student in ADA	$ 380	$ 396	$ 99	$ 113	$ 112
Local Cost Per Student in ADA (45 Day Basis)	$ 95	$ N/A	$ 99	$ 113	$ 168**

* Total local cost used is before deduction of a special legislative grant of $382,000 which will not be available each year and which would only complicate comparisons of cost. Use of this special grant would result in the following cost for the fifth quinmester:

Total Local Cost	$ 746,840
Local Cost Per Aggregate Day Attendance	$ 1.66
Local Cost Per Student in ADA	$ 74

** For purposes of comparison with the fifth quinmester, the cost of the regular 30 day summer program has been extrapolated to cover a 45 day program which would be required if a student were to obtain the same 1.5 credits available in the fith quinmester. It should also be noted that a student could obtain 2 credits in a 30 day period if the instructional hours per day were increased to six.

*** No secondary schools operated a regular summer school during 1972.

SCHEDULE B

COMPARISON OF TOTAL AND LOCAL DIRECT COSTS OF THE REGULAR SCHOOL PROGRAM, THE REGULAR QUINMESTER PROGRAM, THE FIFTH QUINMESTER, AND THE SECONDARY ACADEMIC SUMMER SCHOOL PROGRAM

	40 Non-Quinmester Secondary Schools - Regular 180 Day Program	19 Quinmester Schools		1971 Secondary Academic Summer School
		Regular Quinmester Program	Fifth Quinmester Program	
Total Direct Costs	$ 51,645,219	$ 28,063,193	$ 2,209,848	$ 1,981,533
Less State Revenue	26,661,960	14,191,605	1,081,008	988,093
Local Direct Costs	$ 24,983,259	$ 13,871,588	$ 1,128,840	$ 993,440

SCHEDULE C

DIRECT COSTS OF OPERATING 19 SECONDARY QUINMESTER SCHOOLS 1971-72

PROGRAM	ADA	INSTRUCTIONAL SALARIES		ADMINISTRATIVE SALARIES		CLERICAL SALARIES		CUSTODIAL SALARIES		UTILITIES		SUPPLIES & MATERIALS		OTHER*		ALL COST	
		Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA
First Four Quinmesters:																	
Total	35,041	$21,087,283	$602	$1,646,790	$47	$2,021,445	$58	$1,587,748	$45	$623,578	$18	$533,777	$15	$562,572	$16	$28,063,193	$ 801
Average Per Quinmester	35,041	$ 5,271,821	$150	$ 411,698	$12	$ 505,361	$17	$ 396,937	$11	$155,895	$ 4	$133,444	$ 4	$140,643	$ 4	$ 7,015,800	$202
Fifth Quinmester	10,011	$1,636,896	$163	$ 147,400	$15	$ 98,648	$10	$ 31,608	$ 3	$119,848	$12	$ 44,252	$ 4	$131,156	$13	$ 2,209,848	$221

* Includes transportation costs and food service deficit.

Phase II

Schedule D categorizes total direct costs of the fifth quinmester and the first four quinmesters as variable and/or fixed costs. Again, it is important to recognize that assumptions had to be made regarding the fixed/variable nature of individual items - these assumptions are identified on Schedule D. Also as previously mentioned, the costs of the fifth quinmester do not include the salaries of 12 month personnel since these costs would exist in absence of the fifth quinmester.

Schedule E projects the cost of the fifth quinmester to include an average daily attendance of 15,000, 20,000 and 28,000 students. This represents increases of 50%, 100% and 180%, respectively, over the actual attendance of the 1972 summer quinmester. The last level (28,000) also represents 80% of the average daily attendance during the first four quinmesters at the 19 secondary schools - theoretically, this is the attendance we would seek for each of the five quinmesters. The results show that as average daily attendance during the fifth quinmester increases, the per pupil cost should approach that of a regular quinmester. The actual attendance level at which per pupil costs would equal that of regular quinmesters appears to be slightly less than 28,000. Attendance need not reach the same level as the first four quinmesters (35,000) because the salaries of 12-month employees are (appropriately) excluded.

SCHEDULE D

ANALYSIS OF FIXED AND VARIABLE COSTS FOR 19 QUINMESTER SCHOOLS

	1972 Fifth Quinmester			1971-72 Quinmester 1-4		
	Variable Cost	Fixed Cost	Total Costs	Variable Cost	Fixed Cost	Total Costs
Instructional Salaries	$1,636,896	$ -	$1,636,896	$21,087,283	$ -	$21,087,283
Administrative Salaries	26,884	120,556[a]	147,440	994,790	652,000[d]	1,646,790
Clerical Salaries	65,765	32,883[b]	98,648	1,347,630	673,815[b]	2,021,445
Custodial Salaries	-	31,608	31,608	-	1,587,748	1,587,748
Utilities	-	119,848	119,848	-	623,578	623,578
Supplies and Materials	44,252	-	44,252	533,777	-	533,777
Transportation	80,364	20,091[c]	100,455	443,219	110,805[c]	554,024
Total Costs Before School Food Deficit	$1,854,161	$324,986	$2,179,147	$24,406,699	$3,647,946	$28,054,645
School Food Deficit	30,701	-	30,701	8,548	-	8,548
TOTAL DIRECT COSTS	$1,884,862	$324,986	$2,209,848	$24,415,247	$3,647,946	$28,063,193
Average Daily Attendance (ADA)	10,011	10,011	10,011	35,041	35,041	35,041
Total Direct Cost Per ADA	$ 188	$ 33	$ 221	$ 698	$ 104	$ 801
Total Direct Cost Per ADA - Average Quinmester	$ 188	$ 33	$ 221	$ 174	$ 26	$ 202

[a]Fixed administrative costs include salaries of junior high principals and 19 assistant principals (NOTE: salaries for 12-month principals are excluded altogether)

[b]Fixed clerical costs are estimated to be 1/3 of total costs.

[c]Fixed transportation costs are estimated to be 1/5 of total costs.

[d]Fixed administrative costs include salaries for 19 secondary prinicpals and 19 assistant principals.

SCHEDULE E

PROJECTED COSTS OF FIFTH QUINMESTER AT VARIOUS LEVELS OF ATTENDANCE

	ADA = 15,000 (+50%)		ADA = 20,000 (+100%)		ADA = 28,000 (+180%)	
	Variable Cost	Fixed Costs	Variable Cost	Fixed Costs	Variable Cost	Fixed Costs
Total Costs Before School Food Deficit	$1,854,161 x 1.5 = $2,781,242	$324,986 x 1 = $324,986	$1,854,161 x 2.0 = $3,708,322	$324,986 x 1 = $324,986	$1,854,161 x 2.8 = $5,191,651	$324,986 x 1 = $324,986
Summary						
Fixed Costs	$ 324,986		$ 324,986		$ 324,986	
Variable Costs	2,781,242		3,708,322		5,191,651	
School Food Deficit *	30,701		30,701		30,701	
	$3,136,929		$4,064,009		$5,547,337	
ADA	÷ 15,000		÷ 20,000		÷ 28,000	
Cost Per ADA**	$ 209		$ 203		$ 199	

* In reality, the school food deficit will probably be reduced if larger attendance results in larger school food participation.

** Cost per ADA of the 1972 summer quinmester was actually $221 and the actual average cost per ADA per quinmester during the regular school year was $202.

Other Considerations

According to a survey of students attending the fifth quinmester, students attended for the following reasons:

Remediation	42%
Acceleration	34%
Enrichment	14%
Opting Out of a Regular Quinmester	7%
Other Reasons	3%

Certain effects of the above factors on costs should be recognized. First, both acceleration and remediation, where credits necessary for graduation are earned, have the same effect (i.e., allowing a student to graduate sooner than he otherwise would). In effect, this situation involves costs which would have to be incurred sooner or later and which are incurred now. The important questions are how much sooner and at what difference in cost? The former question (how much sooner?) probably cannot be answered except to observe that the closer a student is to graduation the closer the school system is to incurring the remaining cost of that student's education. The difference in cost for a student to "accelerate" his graduation would be the difference in cost between the fifth quinmester and a regular quinmester and depends somewhat on the relative levels of attendance of the two quinmesters. For example:

	Example 1	Example 2
Average Daily Attendance	10,000	20,000
% Students Accelerating or Remediating	76%	76%
	7,600	15,200
Fifth Quinmester Cost Per ADA	x $ 221	x $ 203
Total Cost - Fifth Quinmester	$1,679,600	$3,085,600
Total Cost - Regular Quinmester ($200 per ADA)	1,520,000	3,040,000
Total Difference in Costs	$ 159,000	$ 45,000

Example 1 represents the actual results of Phase I of this analysis (ADA is actual, 76% of students surveyed stated they were either accelerating or remediating, average cost per ADA for all quinmester schools was $221 and

$202) and indicates that a substantial part of the cost of the fifth quinmester would have been incurred sooner or later. Example 2 shows the results where attendance has been increased to 20,000 and cost per ADA thereby decreased. Naturally total costs increase, but the difference in cost of the fifth quinmester is reduced.

The effect of students opting out of a regular quinmester to attend the fifth quinmester is similar to the effect of students accelerating. The major difference is that costs attributable to "opting" would probably be incurred anyway within a fiscal year and, except for a possibly higher cost per ADA for the fifth quinmester, would not increase the financial burden on the school system. For example:

	Example 3	Example 4	Example 5
Average Daily Attendance	10,000	20,000	28,000
% Opting for Fifth Quin	7%	20%	80%
	700	5,600	22,400
Fifth Quinmester Cost Per ADA	$ 221	$ 203	$ 199
Total Cost - Fifth Quinmester	$154,700	$1,136,800	$4,457,600
Total Cost - Regular Quinmester ($200 per ADA)	140,000	1,120,000	4,480,000
Total Difference in Costs	$ 14,700	$ 16,800	($ 22,400)

Example 3 is based upon the actual attendance of the 1972 summer quinmester and the percent attending who responded that they had opted out of a regular quinmester. Results indicate that approximately $154,700 of the cost of the fifth quinmester was due to students opting out and that this cost was approximately $14,700 higher than would have been incurred in a regular quinmester. Examples 4 and 5 project results assuming increased levels of attendance and "opting". Example 5 actually reflects a cost lower than a regular quinmester because an attendance level of 28,000 drives the projected cost per ADA below that of a regular quinmester.

A final consideration is plant utilization which was one of the originally conceived benefits of a quinmester program. If available student stations are to be increased through the use of a fifth quinmester, several factors must be considered. The number of additional student stations will be related to the degree to which opting out occurs. Also, since plant requirements are determined by peak membership, opting out must be fairly uniform among quinmesters which suggests that maximizing plant utilization may require some form of planned attendance. An observation related to plant utilization is that the 19 quinmester schools were operated during the fifth quinmester at less than 30% of capacity. Until overall enrollment in the fifth quinmester is substantially increased, consideration might be given to reducing the number of quinmester schools operating during the Summer.

APPENDIX B:

EVALUATION REPORT OF THE QUINMESTER PROGRAM

1971-72

DADE COUNTY PUBLIC SCHOOLS

EVALUATION REPORT QUINMESTER PROGRAM 1971-72

November, 1972

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INTRODUCTION

The need either to increase the number of facilities to accommodate the school population or to extend the school day and/or the school year to utilize existing facilities was a decision facing the Dade County School Board in 1969. The choice of the former was an impossibility due to the lack of capital outlay funds. A study of alternative means by which the capacity of the facilities might be expanded was undertaken. The Division of Instruction reported the several plans explored and made recommendations in the Plant Utilization Study.[1]

Two plans, i.e., the Ten Hour Day and the Quinmester Programs, were selected for implementation in the school year 1970-71. The evaluation of the Ten Hour Day Program was reported in Evaluation of Ten Hour Day Program 1970-71.[2] The introductory phase of the Quinmester Program was reported in Evaluation Report of the 1971 Summer Quinmester Program.[3] The report also contained a general feasibility study of the quinmester concept. Further evaluation of the Quinmester Program as implemented in seven pilot schools for the first four quinmesters of the 1971-72 school year is the major concern of this report.

Quinmester Program

The Dade County Quinmester Extended School Year Program utilizes a calendar design that divides the school year into five quinmesters of nine-weeks or 45 days each. Attendance in any four quinmesters is required with attendance in five quinmesters permitted. Basically, the

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[1] Plant Utilization Study, 1969-70, Division of Educational Planning and Services, Dade County Public Schools.

[2] Evaluation of Ten Hour Day Program 1970-71, Department of Program Evaluation, Dade County Public Schools.

[3] Evaluation Report of the 1971 Summer Quinmester Program, Department of Program Evaluation, Dade County Public Schools.

concept anticipates vacation periods scattered throughout the year with four-fifths of the population in attendance and one-fifth on vacation. This distribution could only be achieved with assigned mandatory attendance in specific quinmesters. The voluntary aspect of the plan as implemented in Dade County has yet to reveal its effectiveness.

This voluntary aspect is particularly pertinent to the fifth quinmester. The secondary summer school of previous years with its six-weeks instructional period was replaced by the fifth quinmester in the summer of 1972. Nineteen secondary schools were scheduled as quinmester centers to provide the extended school year plan. The acceptability to students and parents of this nine-week academic program should be evidenced by the attendance figures when available in a report of the 1972 Summer Quinmester Program.

Extensive reorganization of curriculum materials was undertaken to provide teachers with suggested course content for a nine-week course of study. The acceptability of these self-contained, nine-week units of instruction is yet to be assessed. Associated with the curricular aspect of the program is the anticipated advantage of providing the opportunity to repeat a failure immediately or to enroll in an available alternate course of study.

The quinmester plan was implemented as a pilot program with a summer quinmester, 1971, in five schools. These were:

Henry H. Filer Junior High School
Hialeah Junior High School
Miami Springs Senior High School
Nautilus Junior High School
Palmetto Junior High School

The program was expanded to two additional schools for the 1971-72 school year. The added schools were:

Miami Beach Senior High School
North Miami Beach Senior High School

The seven schools had voluntarily assumed the role of pilot schools. In fulfilling this role they provided information with regard to implementation of the program. It was presumed that, collectively, the schools would reveal problems in implementing the program worthy of administrative concern and of remediation. It was presumed further that since the program allowed for administration options, the schools, individually, would reveal administrative styles in need of change or worthy of recommendation. The successful expansion of any program is dependent upon such information.

A study was made of the experiences of principals, teachers and students at the middle of this first year of operation.[1] The present study is committed to probe all aspects previously investigated and those additional situations deemed assessable after one year's experience with the plan.

Rationale of Evaluation

The end-of-the-year assessment of the quinmester plan as implemented in seven pilot schools was designed to investigate certain aspects of the program in terms of the impact each had upon the academic climate of the school in general and of the classrooms specifically.

Thus, the evaluation procedures were structured so as to obtain information related to the following questions.

- Should the program, as implemented in the 1971-72 school year, be continued, modified, or discontinued?
- What aspects of program implementation are recommended for modification?
- What general aspects of administration have been affected by the program?
- What effect has the program had on the learning situation in the school?
- What effect has the nine-week term and its associated innovations in curriculum had on the classroom situation?

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[1] Attitudes of Principals, Teachers and Students Toward the Quinmester Program, Interim Report 1971-72, Department of Program Evaluation.

- How has student participation in extracurricular activities been affected by the program?
- How have the five quinmesters of the school year been utilized by students and teachers?
- Has the implementation of the quinmester program affected student achievement?

The report to follow is primarily descriptive of what was experienced by principals, teachers and students in one year's implementation of the Quinmester Program in seven schools. The information was obtained by the use of questionnaire surveys of the experiences, preferences and opinions of each group. School-by-school achievement scores were taken from the Dade County countywide test score data bank. Reported failure rates were selected from information provided by the Department of Administrative Research.[1]

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[1] Membership and Failures Secondary School Subjects, June 1972, Department of Administrative Research, Dade County Public Schools, Report No. 8, Vol. XIX, 1971-72.

SUMMARY OF RESULTS AND CONCLUSIONS

The information upon which the following statements were based was collected from principals, a sample of teachers and students, and the test data and failure reports of the Dade County Public Schools. A detailed presentation of the data has been made in the Results section of this report. A summary of the information is presented as a response to each of the questions set forth in the Introduction.

SHOULD THE PROGRAM, AS IMPLEMENTED IN THE 1971-72 SCHOOL YEAR, BE CONTINUED, MODIFIED, OR DISCONTINUED?

Principals responded unanimously to continue the program. Three of seven principals recommended modifications. No principal suggested discontinuing the program. Two-thirds of the teachers were for modification; and students were evenly divided. The teacher and student groups contained a minority, 10 percent in each, for discontinuation of the program. It was, therefore, concluded that a large majority of those involved were favorable to the concept but modifications were needed to ease the problems of implementation.

WHAT ASPECTS OF THE PROGRAM ARE RECOMMENDED FOR MODIFICATION?

Modifications were recommended by sufficiently high percentages of the groups responding and several areas for modification were indicated. These modifications, as stated in the Introduction, were considered to be of two types, those associated with the way the program was implemented at a particular school and those associated with the program itself. The following interpretations of opinions expressed are categorized as to the areas recommended for modification:

- Scheduling problems, a concern of principals, teachers and students, were interpreted as indicating needed changes in the implementation of the program. They were not considered indications for revision of the basic scheduling concept of the program itself.

Schools designed their own scheduling plans. These could have ranged from complete scheduling of students and staff each nine weeks to some alternate and less complex plan. Yet, all principals and 73 percent of the teachers reported more time spent on scheduling.

Thus, the concern with respect to scheduling was interpreted to be, first, the additional time required to attain the flexibility inherent in the program and, secondly, the lack of clerical personnel or of data processing support services to facilitate this expanded scheduling task.

- Course length, a restriction of nine weeks duration mandated by the design of the program, was suggested for modification by a small percentage of students and teachers. Thus, this program modification did not represent the opinion of the majority.

- Course content being evaluated was the suggested curriculum designed to fit the new school calendar. Any recommended modifications of course content were therefore considered related to the implementation of the curricular aspect of the program.

  How well the students accepted the implementation of the suggested course content by the teachers was shown with 50 percent suggesting that changes were needed. This group represented the opinion of 21 percent of all students surveyed.

  The acceptability of the materials provided for teachers was assessed as to quality and adaptability to the nine-week quinmester. Teacher responses evidenced an approval of quality at a 65 percent level and of adaptability to the nine-week session at an 80 percent level. Yet 46 percent of all teachers recommended course contest modifications.

- Supplementary materials refer to those suggested in the published curriculum materials provided to quinmester teachers. Inadequacy of materials was assumed to be related to their availability. Recommendations for modification were interpreted as indicating changes needed in the implementation of the suggested curriculum aspect of the program with respect to supplementary materials.

  Teachers underscored a need for some type of modification with 62 percent of their responses. This group was composed of those concerned with problems in course content and supplementary materials (44 percent) as well as those concerned with supplementary materials and not with course content (17 percent).

  Data collected from teachers with respect to curriculum materials, reported elsewhere in this section, provided evidence as to the quantity of materials. Forty-two percent gave a response of inadequate. This referred to all materials not specifically supplementary

It was concluded that three of the four suggested areas for modification were related to program implementation problems. Scheduling, course content, and supplementary materials were presented for consideration by a sufficient number of participants. It was concluded further that the scheduling problem was related to support services needed to maintain flexibility and that the curriculum problems were more related to the availability of supplementary materials than to course content.

WHAT GENERAL ASPECTS OF ADMINISTRATION HAVE BEEN AFFECTED BY THE PROGRAM?

The Quinmester Program 1971-72, in the opinions of principals and teachers, effected a need for more time to be spent on the administrative tasks of principals and of teachers and thus, indicated a need for more staff and financial aid. Principals, unanimously or by a majority of six to one, reported more time was spent on scheduling, staff concerns, curriculum evaluation, program planning, and staff development. Teachers found that planning, record keeping, and student guidance and scheduling demanded more of their time.

The conclusion was that at least in the initial stages of program implementation administrative tasks demanded more time and were experienced by both principals and teachers.

WHAT EFFECT HAS THE PROGRAM HAD ON THE LEARNING SITUATION IN THE SCHOOL?

The areas selected for investigation were the educational climate; student behavior; attitudes of teachers, students and parents; and community-school relationship. Opinions expressed with respect to these categories plus the preferences and opinions of students gave rise to the following:

- The educational climate was positive; this was a majority opinion of principals and teachers.

- Opinions concerning the effect of the program on discipline problems varied from principal to teacher to student. The decrease in problems, the presumed positive effect of the program, was a majority opinion of principals. This was not supported by teachers or students. Teachers were divided as to their opinions of positive or negative effect or an unchanged situation while the majority of students either had no opinion or believed discipline problems were unrelated. Further study would be needed to reveal a positive or negative effect of the program or the unrelatedness of discipline problems and this program.

- The attitude displayed by the majority of students was positive in the opinion of two groups surveyed. A majority of teachers in six schools supported the unanimous opinion of principals that students displayed a positive attitude toward the program. A self-professed indicator of a positive attitude was inferred from the majority of students in each school reporting that they liked the program.

- The attitude displayed by the majority of teachers was positive in the opinion of the majority of principals and of teachers concerning their peers. The majority of teachers in preferring the quinmester teaching assignment also gave a self-professed indicator of a positive attitude. Teachers in expressing opinions concerning their peers were able to attain a majority in each of four schools. Teachers preferring the quinmester assignment attained a majority in each of six schools.

- The principals unanimously credited the majority of parents with a positive attitude. Teachers by a majority believed parents to be indifferent. Students reported their parents as liking the program or as having no opinion. A small percentage believed parents did not like it. Such varied estimates of parental attitudes were held questionable as indicators of the situation.

- The program had a positive effect on the community-school relationship in the majority of schools in the opinion of the principals.

- Students expressed by majority a preference for the quinmester school and quinmester courses. They believed also that they learned more in the quinmester situation.

It was concluded that the Quinmester Program, in the majority of situations surveyed, had a positive effect on the learning situation in the schools.

WHAT EFFECT HAS THE NINE-WEEK TERM AND ITS ASSOCIATED INNOVATIONS IN CURRICULUM HAD ON THE CLASSROOM SITUATION?

The effect of specific aspects of the Quinmester Program upon the learning situation of the classroom was examined. The nine-week term and

the specially designed curriculum were assessed for their acceptability. The effect of the program on student achievement was also estimated. The following interpretations of the data were made:

- The nine-week term was acceptable to the majority of teachers and students with regard to its implied immediate repeat of a failure and to changing of students and teachers at each term, although establishing rapport with students was considered more difficult.

- Indications were given that the ability to repeat a failure was not always available. The previously indicated problems in scheduling and the possibility of differing patterns of scheduling in the schools may be related to this situation. Data were not solicited to assess the possible selection of another course as an alternate to repeating a failure.

- The curricular materials provided for the quinmester program were considered acceptable, adequate and capable of adequate treatment in nine weeks by a large number of teachers. The number of teachers rating them poor and inadequate was sufficient to support the teachers' recommended modifications.

- Some indication was given of higher grades with the introduction of the program.

It was concluded that the program had effected an acceptable learning situation of the classroom for the majority of students and teachers in the survey. To this majority the nine week term was acceptable; curriculum was functional for teachers with the exception of availability of supplementary materials; and some students had higher grades.

HOW HAS STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES BEEN AFFECTED BY THE PROGRAM?

The assessment of the effect of the Quinmester Program with its concept of early graduation on extracurricular participation was approached through opinions of principals, teachers and students, and through an analysis of early graduation statistics for 1971-72. The majority opinions, as expressed by each group, are summarized in the following:

- The majority of principals believed participation was unchanged.

- The majority of teachers supported the principals; the majority of students supported the teachers and principals.

- One school, in which early graduation occurred for a large percentage of seniors, reported a decrease in extracurricular participation.

Early graduation in this school could not be primarily credited to the Quinmester Program in this first year. Conceivably, however, the decrease in extracurricular activities in this one school could be a forerunner of a widespread problem as early graduations increase.

Therefore, the following conclusions were reached:

- Extracurricular participation in the opinion of the majority was unaffected by the program.
- Early graduation was a plausible reason for decrease in participation in one school.
- As opportunities for early graduation increase, extracurricular participation may decrease.

HOW HAVE THE FIVE QUINMESTERS OF THE SCHOOL YEAR BEEN UTILIZED BY STUDENTS AND TEACHERS?

The utilization of the quinmesters for staggered vacation for teachers and students or professional improvement for teachers is a new concept which may very well gain in popularity. At the end of the first year of the program, it was obvious that students were beginning, on a small scale, to avail themselves of vacations or full-time employment during Quinmesters 1-4. The utilization of quinmesters for student employment, both part-time and full-time while attending school, was reported and gave no evidence of being affected by the program. The utilization of Quinmester 5 for planned early graduation implied a possible acceptance by students.

Teachers favored the idea of planning for professional development during Quinmesters 1-4 rather than vacationing. Vacationing and professional development during quinmesters were not available to teachers in this first year. Teaching in Quinmester 5 was also limited in 1972.

It was concluded from these data collected in the initial year of implementation that the voluntary utilization of quinmesters did not immediately appeal to a large number of students and was not available to teachers. Thus, the quinmester objective of expanding the utilization of facilities is still to be realized.

HAS THE IMPLEMENTATION OF THE QUINMESTER PROGRAM AFFECTED STUDENT ACHIEVEMENT?

Student achievement was assessed by two means. School, area, and county scores in reading and mathematics (Stanford Achievement Tests) were used.

Failure rates in five subject areas were also used to depict achievement. The detailed data of the Results section are summarized as follows:

Standardized test results, 1972

- Scores in reading and mathematics for 1972 were lower than those for 1971 at approximately 50 percent of the grade levels in the quinmester schools. However, a preliminary analysis* of the countywide scores indicated that the 1972 county scores were below 1971 scores at more grade levels in reading and mathematics.

- The quinmester schools were compared grade by grade with schools within their own geographic area and with the county as a whole. The scores attained in a pre-quinmester situation were used as a means of evaluating quinmester schools in 1972 with their own prior achievements in 1971. The quinmester schools in three of the four geographic areas scored higher than the area average in mathematics and reading for 1972. The seven quinmester schools achieved higher than the county, again, in both subject areas in 1972. This was not true of these schools in 1971. Since the common factor for these seven schools is their implementation of the quinmester program, it is tenuous but inviting to speculate that some credit may be due the program for their relative increase in basic achievement.

Reported failure rates

- The investigation of failure rates in five subject areas placed quinmester schools prior to their implementation of the program (1970-71) below county failure percentages. The quinmester schools retained this favorable position in 1972 but with the following differences considered worthy of mention,

- The margin of difference between county failure rates and those of quinmester schools was not as great in 1972 in language arts, science and social studies, i.e., quinmester failure rates were closer to county rates in 1972 than in 1971. In mathematics, where county failure rates increased slightly in 1972, quinmester schools which had had approximately the same failure rate as the county in 1971 made a decided drop below the county in 1972.

It was concluded that student achievement as represented by standardized test scores in reading and mathematics or by failure rates in five subject areas was not adversely affected by the implementation of the program. Conversely, it may not be concluded that any increase in scoring was a result of the program.

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*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

RESULTS

The data set forth in this section of the report were collected, analyzed, and interpreted by the procedures detailed in Appendix A. The sources of the data were survey instruments sent to principals and a sample of teachers and students, and test scores from the test data bank for Dade County Public Schools. These data were considered supportive of the conclusions made in the previous section of the report.

CONTINUATION OF QUINMESTER PROGRAM

The acceptability of the program for principals, teachers, and students is shown in Table 1. At the end of the year four principals were satisfied with this first year while three recommended modifications. The responses from 52 teachers presented 23 percent for continuation, 67 percent for modification, while 10 percent recommended the program be discontinued. The last opinion was expressed by five teachers from three schools. Responses from 613 students were 46 percent for continuation, 44 percent for modification, and 10 percent for discontinuation.

The principals were unanimous for continuation or modification; teacher and student groups each registered 90 percent of their responses for continuation or modification. In summary, the program in the opinion of the principals, teachers, and students should be continued but strong emphases were placed on modifications. These modifications, detailed in the following sections of the report, will be considered as those related to a school's individual style of implementation or to that of the Quinmester Program.

IMPLEMENTATION MODIFICATIONS OF QUINMESTER PROGRAM

The need for modification implied by responses from three of four principals, 67 percent of the teachers and 43 percent of the students was probed for the curricular and administrative aspects of implementation. Suggestions for modifications are categorized and summarized in Table 2.

TABLE 1

CONTINUANCE OF QUINMESTER PROGRAM
OPINIONS REPORTED BY PRINCIPALS, TEACHERS, AND STUDENTS

School	NUMBER OF PRINCIPALS RESPONDING			PERCENTAGE OF TEACHERS RESPONDING			Total Number Teachers Responding	PERCENTAGE OF STUDENTS RESPONDING			Total Number Students Responding
	Continue	Discontinue	Modify	Continue	Discontinue	Modify		Continue	Discontinue	Modify	
1	1	–	–	14	29	57	7	41	12	47	98
2	–	–	1	–	12	88	8	30	17	53	94
3	1	–	–	63	–	37	8	61	7	32	104
4	1	–	–	–	–	100	8	63	5	32	110
5	–	–	1	17	–	83	6	31	10	59	58
6	1	–	–	29	–	71	7	51	4	45	71
7	–	–	1	37	25	37	8	36	11	53	78
Total Number	4	0	3	12	5	35	52	283	59	271	613
Percentage of Total	57	–	43	23	10	67	100	46	10	44	100

Supportive data for the need for these suggestions are to be seen in the following sections of the report where categories are elaborated in greater detail.

Principals emphasized in their responses the need for modification of the administrative aspects of the program with special emphasis on scheduling, time spent on tasks, and need for more staff and more financial aid. These are detailed in the next section of the report. In addition, recommendations were made for increased data processing support services, e.g., tabulated printout of all credits, printout of all subjects and report cards in the same order.

The emphasis placed by teachers on the curricular aspects as reported in Table 2 resulted from a structured response format in their questionnaire. It was assumed that they were not as concerned with scheduling as the principal or the student. This assumption was proven erroneous since teachers reported more of their time was involved in scheduling.

Teachers were also forced by the format to suggest modifications in one area or several areas though only one response could be made. Table 2 shows the possible combinations and the number of responses in each. Though 18 of 35 responses were for a combination of course content and supplementary materials and implied a ranking of first position, the separate areas were tabulated by frequency of mention. The result gave 32 for modifying supplementary materials, 24 for course content, only 8 for course length. Later in this section these curricular aspects will be assessed further.

Only 268 students elected to suggest modifications. They, too, were forced to select one area or combined areas for modification. The frequency of mention placed scheduling with 144, course content with 133, and course length with 95. Fifty-four students selected "None of the above" category indicating that the forced-choice items did not list the modifications they would have selected.

The areas recommended for change are treated separately in the following, all supportive data are presented, and an attempt is made to classify each as a modification of the program or a modification of the method of implementation.

TABLE 2

SUGGESTIONS FOR MODIFYING QUINMESTER PROGRAM

MODIFICATIONS RELATED TO	NUMBER OF RESPONSES		
	STUDENT	TEACHER	PRINCIPAL
1. Course Content	54	1	–
2. Course Length (Nine Weeks)	16	1	–
3. Materials to Supplement "Quin" Packages	NA	2 / 7	–
4. Scheduling	65	NA	1
Combination of Above			
5. (1) (2) (3)	NA	5	–
6. (1) (2) (4)	79	NA	–
7. (1) (2)	NA	0	–
8. (1) (3)		18	–
9. None of Above	54	–	–
10. Administrative Details	–	1	2
TOTAL RESPONSES	268	35	3
PERCENTAGE OF TOTAL RESPONSES	43	67	43

- The recommendations for scheduling modifications, a major concern of principals and students, were interpreted to be needed changes in the implementation of the program. They were not considered suggested revisions of the basic concept of the program itself.

  A school was given the prerogative to select its own scheduling techniques. The survey data did not reveal the individual patterns used. Two general situations were assumed for the purpose of data analysis.

  If full implementation of quinmester scheduling was undertaken, then students and staff were scheduled each nine weeks. The principals' reported need for more staff and support services, e.g., clerks and data processing, could be interpreted as related to full implementation or to an alternate plan approaching it in complexity. Thus, modifications in implementation of the program could be the support services needed to schedule each quinmester.

  If a school selected an alternate plan to that of scheduling each quinmester, then the indicated need for modification could very well be interpreted as a need to change the school's plan of scheduling for the 1972-73 school year.

  In summary, it should be noted that only three principals of seven recommended modifications, four of the seven were satisfied with continuation as is. Yet, the seven principals reported more time spent on scheduling and a need for more clerks. Teachers, also, reported more time spent on scheduling. The concern with respect to scheduling was interpreted to be (1) the additional time required to attain the flexibility inherent in the program, (2) lack of clerical personnel to facilitate this scheduling, and (3) the lack of data processing support services to aid in this expanded scheduling task.

- Course length was definitely a recommended program modification. The length of a quinmester course is restricted to nine weeks by the design of the program. Thirty-five percent of the 268 students recommending modifications suggested this change but they represented but 14 percent of all students surveyed. Only eight of 52 teachers listed course length as needing revision. Thus, this program modification suggestion represented the opinion of a small percentage of students and teachers.

- Course content selection within certain guidelines has been assumed in a pre- or non-quinmester situation to be the prerogative of the school, the department, and, particularly, of the individual teacher. Changes needed in course content could, thus, be presumed to be a school implementation problem. Where curricular materials have been prepared for a specific program as in the quinmester program, the suggested strategies may have been too restrictive or interpreted as such. Since

the quinmester program is not a curricular program but has a curricular aspect, the recommendations will of necessity be considered related to the curriculum materials as furnished for this program.

Fifty percent of the students who suggested modifications did so with respect to course content. This group represented only 21 percent of all students surveyed. Teachers listed course content for needed changes in 68 percent of the responses, yet this group represented only 46 percent of all teachers in the sample.

Since 44 percent of all the teachers combined course content and supplementary materials, the acceptability of the course content aspect of the materials was approached using data reported under a separate heading in this section. Teachers reported that the curriculum materials were acceptable (49 percent) or superior (16 percent) and were capable of adequate (68 percent) or in depth treatment (12 percent). The acceptability of the materials as to quality was raised to 65 percent of the teacher responses and their adaptability to the nine week session to 80 percent. Only 35 percent considered the materials poor while 20 percent believed only survey treatment could be done in nine weeks. These data indicated a negative attitude toward course content for all teachers surveyed at a lower percentage than the 46 percent recommending its modification.

- Supplementary materials under consideration were only those listed for the purpose of facilitating the strategies suggested for quinmester courses. Inadequacy was assumed to mean the difference between the "suggested" and the "obtainable" materials. Thus, the recommendations for modification of these materials were considered related to the implementation of the suggested curriculum aspect of the program, i.e., the ability of the school to provide suggested materials.

Teachers, by a frequency of mention, produced evidence for modification of supplementary materials in 32 of 35 responses. This opinion was that of 62 percent of all teachers surveyed. The difference between this 62 percent and the 44 percent who saw the problem as a combination of course content and supplementary materials was the 17 percent of all teachers who were concerned only with supplementary materials.

Data related to this situation, reported elsewhere in this section, gave evidence concerning the quantity of materials as adequate (48 percent), more than adequate (10 percent) and inadequate (42 percent).

It should be noted that the question which elicited this negative response at a 42 percent level was asked in relationship to all curriculum materials. It may have been influenced (lower than 62 percent) by the acceptability of course content previously discussed.

In summary, only one area recommended for modification was considered a program change. Course length mandated by the program as nine weeks was suggested for consideration by a small percentage of students and teachers. All other areas were considered problems arising from implementation of the basic design of the program, i.e., scheduling, and of the curriculum strategies designed to fit into the quinmester school calendar, i.e., course content and supplementary materials. Scheduling concerns were related to necessary support services. Curriculum problems were encountered by substantial percentages of the teachers surveyed.

ADMINISTRATIVE ASPECTS OF IMPLEMENTATION

The effect of the Quinmester Program on the administrative tasks of principals and teachers and need for staff and financial aid was interpreted from the data reported in Tables 3 and 4.

Administrative tasks of principals.--The administrative aspects reported in Table 3 are categorized into (1) time spent by a principal in seven administrative areas, (2) need for increased staff, and (3) estimated increase per pupil expenditure and a range of percent of increase.

Principals unanimously agreed that they spent more time in tasks related to schedules and staff; a majority of six to one reported more time was spent in program planning, curriculum evaluation and staff development. Only in areas of budget tasks and curriculum development were they divided as to the need for more or the same amount of time.

Principals by majority responded with need for more teachers, aides, and clerks. The only exceptions to this need were those where need was reported by a minority to be the same. Principals were divided between need for more or the same number of custodians.

An increase in per pupil expenditures was the opinion of six principals while one believed it to be unchanged. The six principals' estimates of percent of increase ranged from 5 to 50 percent with three of the six giving a 20 percent estimate. One principal indicated a decrease of the estimated increase should occur as material needs for the program were accumulated.

TABLE 3

ADMINISTRATIVE ASPECTS AS AFFECTED BY THE QUINMESTER PROGRAM REPORTED BY SEVEN PRINCIPALS

TYPE OF ADMINISTRATIVE CONCERN	TASKS RELATED TO						
	BUDGET	SCHEDULE	STAFF	CURRICULUM DEV.	CURRICULUM EVAL.	PROGRAM PLAN.	STAFF DEV.
1. TIME SPENT							
MORE	4	7	7	4	6	6	6
LESS	–	–	–	–	1	1	1
SAME	3	–	–	3	–	–	–

	TYPE OF STAFF			
	TEACHER	AIDES	CLERKS	CUSTODIANS
2. NEED FOR STAFF				
MORE	5	6	7	4
FEWER	0	0	0	0
SAME	2	1	0	3

	EXPENDITURES			
	UNRELATED	INCREASED	DECREASED	UNCHANGED
3. PER PUPIL EXPENDITURE	0	6	0	1

	REPORTED PERCENT OF INCREASE			
	5 PERCENT	20 PERCENT	25 PERCENT	50 PERCENT
RANGE OF REPORTED INCREASE	1	3	1	1

In summary, the majority opinions of the principals indicated that they spent more time on administrative tasks and needed more staff and financial aid to implement the program.

Administrative tasks of teachers.--The tasks of planning, record keeping, student guidance, and student scheduling were considered areas that might require expenditure of more teacher time. The data reported by teachers are shown in Table 4.

The majority of teachers, 63 percent, reported that planning time had increased. This opinion was held across schools with the exception of one school where the majority considered time unchanged. Twenty-five percent of the teachers were in agreement in this latter opinion.

Record keeping time was increased for 72 percent of the teachers. This opinion, again, was held across schools with one exception where less time was reported by the same number of teachers reporting more time. Sixteen percent of the teachers responded that less time was required while only 12 percent reported no change.

Student guidance demanded more time for 60 percent of the teachers. This opinion was representative of that of the majority of teachers in five schools. Twenty-seven percent experienced no change and 13 percent were involved for less time in this activity.

Student scheduling involved more time for the majority of teachers in six schools and was the opinion of 73 percent of the teachers. Thirty-one percent found time unchanged while but six percent reported less time.

In summary, the administrative tasks of planning, record keeping, student guidance, and student scheduling involved more teacher time. These opinions were held by majority groups of the teachers in the majority of the schools and appeared to be associated with program needs. Time unchanged was the opinion of from 12 percent to 31 percent of the teachers. Less time was an opinion of small groups varying from 6 to 16 percent.

TABLE 4

ADMINISTRATIVE TASKS OF TEACHERS AFFECTED BY THE QUINMESTER PROGRAM

School	PERCENTAGE OF TEACHERS RESPONDING												Total Number Teachers Responding
	PLANNING TIME			RECORD KEEPING TIME			STUDENT GUIDANCE TIME			STUDENT SCHEDULING TIME			
	More	Less	Un-changed	More	Less	Un-changed	More	Less	Un-changed	More	Less	Un-changed	
1	43	-	57	83	-	17	33	-	67	67	-	33	7
2	63	-	37	75	25	-	75	12	12	86	-	14	8
3	75	25	-	37	37	25	75	12	12	75	12	12	8
4	63	-	37	63	-	37	57	-	43	29	-	71	8
5	100	-	-	100	-	-	67	33	-	100	-	-	6
6	57	29	14	71	29	-	71	-	29	86	14	-	7
7	42	29	29	83	17	-	33	33	33	67	16	16	8
Total Number	32	6	13	35	8	6	29	6	13	34	3	10	52*
Percentage of Total Per Task	63	12	25	72	16	12	60	13	27	73	6	31	100

*Total includes all teachers responding not total of those answering each of the above items. Percentages are based on actual number responding.

LEARNING SITUATION OF SCHOOL

Certain aspects of the school situation in general were deemed areas in which the program might produce an effect. Data were elicited with respect to each of these and are reported in Tables 5-10. This section of the report elaborates the effect on the educational climate of the school; student behavior; attitudes of students, teachers and parents; community-school relationship; and culminates with student preferences and opinions summated in Table 11.

Educational climate of the school.--The principals expressed an unanimous opinion that the Quinmester Program had a positive effect upon the educational climate of the school. Table 5 also reports the opinions of the teachers. Fifty-seven percent of the teacher responses evidenced support of this positive opinion of the principals. These responses were from a majority of the teachers in but four of the seven schools. Twenty-two percent believed the program had had a negative effect while 15 percent believed the situation was unchanged. An interesting concept was presented by 6 percent of the teachers who elected to state that the educational climate was unrelated to the program, one teacher from each of three schools.

Student behavior.--Principals, teachers and students expressed their opinions with respect to the effect of the program on student behavior. These data are summarized in Table 6.

The positive effect on behavior was evidenced by six principals who believed a decrease in discipline problems had occurred. Teachers were divided into three approximately equal groups on this question of the effect of the program on student behavior, i.e., increased problems (33 percent), decreased problems (29 percent), and an unchanged situation (31 percent).

Students responded with 16 percent indicating an increase in behavior problems and 8 percent for a decrease in problems. Eleven percent believed the situation was unchanged. When offered "no opinion" and "discipline problems unrelated," the students responded with 30 percent and 35 percent respectively.

In summary, the following interpretations of the data were made.

TABLE 5

EFFECT OF QUINMESTER PROGRAM ON EDUCATIONAL CLIMATE IN SCHOOLS OPINIONS REPORTED BY PRINCIPALS AND TEACHERS

School	NUMBER OF PRINCIPALS RESPONDING				PERCENTAGE OF TEACHERS RESPONDING				Total Number Teachers Responding
	Unrelated	Positive	Negative	Unchanged	Unrelated	Positive	Negative	Unchanged	
1	–	1	–	–	–	28	28	44	7
2	–	1	–	–	–	75	25	25	8
3	–	1	–	–	–	100	–	–	8
4	–	1	–	–	–	88	–	12	8
5	–	1	–	–	16	16	50	16	6
6	–	1	–	–	16	67	16	–	6
7	–	1	–	–	12	38	38	12	8
Total Number	0	7	0	0	3	29	11	8	51
Percentage of Total	–	100	–	–	6	57	22	15	100

TABLE 6

EFFECT OF QUINMESTER PROGRAM ON STUDENT BEHAVIOR AS REPORTED BY PRINCIPALS, TEACHERS, AND STUDENTS

School	NUMBER OF PRINCIPALS RESPONDING				PERCENTAGE OF TEACHERS RESPONDING				Total Number Teachers Responding	PERCENTAGE OF STUDENTS RESPONDING					Total Number Students Responding
	DISCIPLINE PROBLEMS				DISCIPLINE PROBLEMS					DISCIPLINE PROBLEMS					
	Unrelated	Increased	Decreased	Unchanged	Unrelated	Increased	Decreased	Unchanged		Unrelated	Increased	Decreased	Unchanged	No Opinion	
1	–	–	1	–	–	86	–	14	7	46	8	4	10	32	97
2	–	–	1	–	–	63	–	37	8	39	13	9	9	29	94
3	–	–	1	–	–	–	75	25	8	35	15	6	6	38	105
4	–	–	1	–	12	12	50	25	8	40	9	7	15	29	111
5	–	–	1	–	–	33	17	50	6	20	36	7	7	30	59
6	1	–	–	–	14	14	14	57	7	23	28	11	17	21	72
7	–	–	1	–	25	25	38	12	8	30	15	10	17	28	79
				–											
Total Number	1	–	6	–	4	17	15	16	52	215	99	47	71	185	617
Percentage of Total	14		86		7	33	29	31	100	35	16	8	11	30	100

- The positive effect of the program, i.e., a decrease in discipline problems, was a majority opinion of principals not supported by a majority of teachers or students.

- The negative effect or increase in discipline problems was the opinion of one-third of the teachers, the largest of three approximately equal groups.

- The unrelated, unchanged, and no opinion categories were the preferences of the majority of students.

Attitudes of students, teachers, and parents.--The attitudes of students, teachers, and parents toward the Quinmester Program were elicited by the survey instruments. The resulting data from different sources are organized for comparative purposes in Tables 7, 8 and 9.

The data related to the attitudes displayed by the majority of students have three sources: opinions of principals, opinions of teachers, and those of the students. These are compared in Table 7.

The principals were unanimous in their belief that the majority of students were positive in their attitude toward the program. The majority of teachers from six schools and 75 percent of all teachers supported the principals. The majority of teachers in the one remaining school believed the students to be indifferent. This opinion was held by only 15 percent of all teachers and these teachers were from three schools only. The negative attitude for students was reported by 10 percent of all teachers and from four schools only.

The students revealed their own attitudes toward the program by reporting with 68 percent liking the program and representing the majority in each of the seven schools. The 14 percent not liking the program and the 18 percent with no opinion also represented all schools.

The strong relationship between the percentages of teachers estimating positiveness and the declaration percentages from students as seen in Table 7 was plausible. It should be emphasized that one-half of the teachers responding did have classroom contact with all students. Only one exception existed in one school where 63 percent of the teachers believed their students were indifferent while the students declared their liking for the program by a 51 percent majority.

In summary, the principal and teacher estimates described the majority

TABLE 7

COMPARISON OF ATTITUDES TOWARD QUINMESTER PROGRAM DISPLAYED BY MAJORITY OF STUDENTS AS REPORTED BY PRINCIPALS AND TEACHERS AND PERSONAL REACTIONS REPORTED BY STUDENTS

School	NUMBER OF PRINCIPALS REPORTING ATTITUDE OF STUDENT MAJORITY			PERCENTAGE OF TEACHERS REPORTING ATTITUDE OF STUDENT MAJORITY			Total Number Teachers Responding	PERCENTAGE OF STUDENTS RESPONDING			Total Number Students Responding
	Positive	Negative	Indifferent	Positive	Negative	Indifferent		Like It	Do Not Like It	Have No Opinion	
1	1	–	–	57	14	29	7	54	16	30	98
2	1	–	–	75	12	12	8	65	20	15	94
3	1	–	–	100	–	–	8	80	3	17	107
4	1	–	–	100	–	–	8	81	9	10	111
5	1	–	–	83	17	–	6	58	22	20	59
6	1	–	–	100	–	–	7	78	4	18	71
7	1	–	–	12	25	63	8	51	28	21	79
Total Number	7	0	0	39	5	8	52	419	86	114	619
Percentage of Total	100	–	–	75	10	15	100	68	14	18	100

of students as positive toward the program. The students supported these estimates with a majority in each school liking the program.

The sources of data related to the attitudes displayed by the majority of teachers were two, the opinions of principals and those of teachers. A third source, implying attitudes of teachers, was the stated teaching preferences. The data are reported in Table 8.

The principals believed teachers were displaying a positive attitude in six of the seven schools. One principal indicated that the majority of his teachers were negative toward the program.

Teachers were not in total agreement with their principals as to the attitudes displayed by the majority of their peers. Sixty-two percent of all teachers believed the majority attitude was positive. This group contained majority responses from but four schools in support of the principal.

Thirty-three percent reported a negative attitude for teachers. This group contained a majority in the one school giving support to their principal and a majority in a second school where the principal believed the teachers to be positive. In a third school only three of eight teachers supported their principal in his positive opinion.

The third source of data used in Table 8, teaching preference, compared favorably with the reported positive attitude and preference for teaching Quinmester, 62 percent for each. This preference was the majority in each of six schools while the positive attitude attained majority in but four. The two exceptions were schools in which opinions as to attitudes were divided or definitely negative yet preferred Quinmester. While 33 percent indicated negativeness in attitude, the preference for a regular teaching assignment was reported by only 21 percent. To 17 percent the teaching assignment made little or no difference.

In summary, principals estimated the attitude of the majority of their teachers to be positive with but one exception. Teachers supported the principals in their opinions in five of the seven schools including the one reported to be negative. In only one school did the principal estimate a positive attitude while teachers gave negative as their majority vote.

TABLE 8

COMPARISON OF ATTITUDES TOWARD QUINMESTER PROGRAM DISPLAYED BY MAJORITY OF TEACHERS AS REPORTED BY PRINCIPALS AND TEACHERS AND TEACHING PREFERENCE AS REPORTED BY TEACHERS

School	NUMBER OF PRINCIPALS REPORTING ATTITUDE OF TEACHER MAJORITY			PERCENTAGE OF TEACHERS REPORTING ATTITUDE OF TEACHER MAJORITY			Total Number Teachers Responding	PERCENTAGE OF TEACHERS RESPONDING			Total Number Teachers Responding
								PREFER		Makes Little or No Difference	
	Positive	Negative	Indifferent	Positive	Negative	Indifferent		Quinmester	Regular		
1	–	1	–	29	71	–	7	28	28	43	7
2	1	–	–	63	37	–	8	63	25	12	8
3	1	–	–	100	–	–	8	75	–	25	8
4	1	–	–	88	–	12	8	75	–	25	8
5	1	–	–	17	83	–	6	50	50	–	6
6	1	–	–	86	14	–	7	71	29	–	7
7	1	–	–	37	37	25	8	63	25	12	8
Total Number	6	1	0	32	17	3	52	32	11	9	52
Percentage of Total	86	14	–	62	33	5	100	62	21	17	100

Teaching preference for Quinmester reflected the positive attitude and in some instances was preferred by teachers categorized as indifferent or negative in their attitude.

The data related to the attitudes displayed by the majority of parents were drawn from the opinions of principals, of teachers, and those of students. The results are shown in Table 9.

The majority of parents in the opinion of the seven principals displayed a positive attitude. The teachers were not supportive of this opinion. Forty-six percent of all teachers reported a positive attitude for parents and represented the majority in but three schools. The majority of teachers, 52 percent, representing the majority in four schools indicated that parents were indifferent.

The students in reporting their opinions as to their parents' attitudes toward the program reported with 49 percent believing their parents liked it, 12 percent not liking it, and 39 percent with no opinion. Agreement between a student's attitude and his estimate of his parents' attitude is understandable, yet 19 percent of the students who liked the program appear to have credited their parents with no opinion.

The principals unanimously reported the majority of parents had a positive attitude. The majority of teachers classified the majority of parents as indifferent. Pupils were divided between parents liking it and having no opinion with the percentage slightly higher for the former.

TABLE 9

COMPARISON OF ATTITUDES TOWARD QUINMESTER PROGRAM DISPLAYED BY MAJORITY OF PARENTS AS REPORTED BY PRINCIPALS AND TEACHERS AND OPINIONS REPORTED BY STUDENTS

School	NUMBER OF PRINCIPALS REPORTING ATTITUDE OF PARENT MAJORITY			PERCENTAGE OF TEACHERS REPORTING ATTITUDE OF PARENT MAJORITY			Total Number Teachers Responding	PERCENTAGE OF STUDENTS REPORTING			Total Number Students Responding
								PARENTS			
	Positive	Negative	Indifferent	Positive	Negative	Indifferent		Like It	Do Not Like It	Have No Opinion	
1	1	–	–	43	–	57	7	44	14	42	98
2	1	–	–	25	–	75	8	45	14	41	94
3	1	–	–	71	–	29	7	58	7	35	107
4	1	–	–	75	–	25	8	58	12	30	111
5	1	–	–	17	–	83	6	43	11	46	56
6	1	–	–	57	14	29	7	54	18	28	72
7	1	–	–	29	–	71	7	36	8	56	78
Total Number	7	0	0	23	1	26	50	302	74	240	616
Percentage of Total	100	–	–	46	2	52	100	49	12	39	100

Community-School Relationship.--The principals, in six of seven schools, expressed the opinion that the program had a positive effect on the relationship of the school with the community. One believed it to be unchanged. These data are recorded in Table 10.

TABLE 10

EFFECT OF QUINMESTER PROGRAM ON COMMUNITY-SCHOOL RELATIONSHIP REPORTED AS OPINIONS OF PRINCIPALS

SCHOOL	NUMBER OF PRINCIPALS REPORTING			
	UNRELATED	POSITIVE	NEGATIVE	UNCHANGED
1	-	1	-	-
2	-	-	-	1
3	-	1	-	-
4	-	1	-	-
5	-	1	-	-
6	-	1	-	-
7	-	1	-	-
TOTAL NUMBER	-	6	-	1

Student Preferences and Opinions.--The student was asked to state his preferences for type of course and type of school. The majority of the responses of 620 students as shown in Table 11 gave the quinmester school and quinmester courses a vote of acceptance. Fifty-six percent preferred the quinmester school while 68 percent, 12 percent more, preferred the quinmester courses. Those preferring regular schools and courses were approximately equal in percentages to those to whom it made little or no difference. The students expressed similar percentages for the type of school in which they believed they learned more.

Other preferences and opinions supporting this preference for the quinmester school will be seen in Table 17. Here, the majority responses supported the advantage of regular summer quin, smaller numbers of students, and early graduation.

TABLE 11

STUDENT PREFERENCES AND OPINIONS WITH REGARD TO THE QUINMESTER PROGRAM

TYPE OF RESPONSE	PERCENTAGE OF RESPONSES			TOTAL NUMBER OF RESPONSES
	PREFERENCE OR OPINION			
	QUINMESTER	REGULAR	LITTLE OR NO DIFFERENCE	
Type of Course Preferred	68	17	15	620
Type of School Preferred	56	20	24	620
Type of School Learn More	65	19	16	618

LEARNING SITUATION OF CLASSROOM

Certain aspects of the program were considered directly related to what occurs in the classroom. The acceptability of the nine-week term, of the curriculum designed for the program, and the effect on student achievement were investigated. The resulting data are summarized in Tables 12-18.

Nine-week Term.--Opinions were elicited that were related to the nine-week term with its associated concepts of immediate repeat of a failure and of changing teachers and pupils each quinmester, and the effect upon establishing rapport with students. Table 12 shows the responses from teachers and pupils with respect to the first of these.

TABLE 12

STUDENT AND TEACHER OPINIONS OF THE QUINMESTER NINE-WEEK SESSION WITH REGARD TO REPEATING FAILURE IN NEXT QUINMESTER

RESPONSES FROM	PERCENTAGE OF RESPONSES				TOTAL NUMBER OF RESPONSES
	ADVANTAGE	DIS-ADVANTAGE	MAKES LITTLE DIFFERENCE	NOT AVAILABLE	
STUDENTS	72	12	12	4	626
TEACHERS	54	0	23	23	52

The majority of students, 72 percent, and teachers, 54 percent believed it to be an advantage to repeat a failure immediately. Only 12 percent of students considered it a disadvantage. Twenty-three percent of the teachers believed that it made little difference with 12 percent of the students in agreement.

The changing of teachers by students and of students by teachers at the end of a nine-week term (see Table 13) was acceptable to 61 percent of the students and 51 percent of the teachers. More teachers, 37 percent, considered it a disadvantage than did students, 24 percent. To a small percentage of each group it was of little concern.

TABLE 13

STUDENT AND TEACHER OPINIONS OF THE QUINMESTER NINE-WEEK SESSION WITH REGARD TO CHANGING TEACHERS AND STUDENTS

RESPONSES	PERCENTAGE OF RESPONSES			TOTAL NUMBER OF RESPONSES
	ADVANTAGE	DISADVANTAGE	OF LITTLE CONCERN	
CHANGING TEACHERS	61	24	15	625 STUDENTS
CHANGING STUDENTS	51	37	12	51 TEACHERS

The presumption was made that teachers might encounter a problem in establishing rapport with students due to the nine-week term. The responses from teachers are recorded in Table 14. The majority of teachers found it more difficult while 31 percent believed the situation was unchanged. Eight percent considered establishing rapport unrelated to the program. Ten percent believed it was less difficult.

TABLE 14

ESTABLISHING RAPPORT WITH STUDENTS AFFECTED BY THE QUINMESTER PROGRAM AS REPORTED BY TEACHERS

TYPE OF RESPONSE	PERCENTAGE OF RESPONSES	NUMBER OF RESPONSES
Unrelated	8	4
More Difficult	51	26
Less Difficult	10	5
Unchanged	31	16
Total	100	51

The nine-week term was considered an advantage in allowing immediate repeat of a failure. That 23 percent of the teachers reported this privilege as unavailable supported the previously indicated scheduling problems and possibly the various scheduling plans in individual schools. Data were not available to determine the possibility of the selection of another course as an alternate to repeating a failure. The changing of teachers and students at the end of a nine-week term did not reveal the presumed disadvantage. To establish rapport with students in a short-term situation was more difficult for the majority.

Curriculum.--The curriculum materials written specifically for the quinmester program were investigated by questioning teachers as to the orientation, quality and quantity, and the adequacy of treatment in a nine week period. Table 15 displays the total responses per type of response in percentages. Table 16 subdivides the responses into a subject-area categorization.

The information concerning curricular materials becomes more meaningful by combining the information of Tables 15 and 16. The newly designed quinmester materials were considered textbook oriented by 18 percent of the teachers. These teachers were representatives from four subject areas. Thirty-four percent from eight subject areas believed them to be non-textbook oriented. Forty-eight percent with representatives from nine areas believed them to be a combination.

These materials were considered superior by 16 percent of the teachers, acceptable by 49 percent, and poor by 35 percent. The last group of teachers represented the only teacher in Business Education, 4 of 10 teachers in Language Arts, 6 of 14 in Mathematics, 2 of 9 in Science, and 3 of 5 in Social Studies.

The quantity of materials was adequate in the opinion of 48 percent of the teachers; inadequate for 42 percent; and more than adequate for 10 percent. Seven subject areas had representatives in the inadequate category. The 7 of 14 in mathematics and 5 of 10 in language arts are representing at the 50 percent level.

TABLE 15

TEACHER OPINIONS AS TO CURRICULUM MATERIALS FOR THE QUINMESTER PROGRAM

TYPE OF RESPONSE	PERCENTAGE OF RESPONSES	NUMBER OF RESPONSES
Curriculum Materials:		
Textbook Oriented	18	9
Non-textbook Oriented	34	17
Both of Above	48	24
Total	100	50
Quality of Materials:		
Superior	16	8
Acceptable	49	24
Poor	35	17
Total	100	49
Quantity of Materials:		
More than Adequate	10	5
Adequate	48	24
Inadequate	42	21
Total	100	50
Utilization of Materials Nine-Week Session Permitted:		
Survey Only	20	10
Treatment in Depth	12	6
Adequate Treatment	68	34
Total	100	50

The materials, provided for a nine-week term, permitted adequate treatment in the opinion of 68 percent of the teachers. Twenty percent indicated that only a survey was possible while 12 percent were able to treat the materials in depth. Five subject areas were represented in the survey only category. The number of teachers in each was a minority with the exception of social studies.

TABLE 16

CURRICULAR ASPECTS OF THE QUINMESTER PROGRAM AS REPORTED BY TEACHERS PER SUBJECT AREA

TYPE OF RESPONSE	ART	BUSINESS EDUCATION	GRAPHIC ARTS	HOME AND FAMILY	INDUSTRIAL ARTS	LANGUAGE ARTS	MATHEMATICS	READING	SCIENCE	SOCIAL STUDIES	SPANISH	Percent of Total
Quin Materials:												
Textbook Oriented	–	–	–	–	1	–	5	–	1	–	2	18
Non-textbook Oriented	1	–	–	1	1	6	4	1	1	2	–	34
Both of Above	–	1	1	1	2	4	5	–	6	3	1	48
Quality of Materials:												
Superior	–	–	1	–	1	2	1	–	3	–	–	16
Acceptable	1	–	–	2	3	4	7	1	4	2	1	49
Poor	–	1	–	–	–	4	6	–	2	3	–	35
Quantity of Supplementary Materials:												
More than Adequate	–	–	–	–	1	1	1	–	1	–	1	10
Adequate	–	–	1	2	2	4	6	1	5	2	1	48
Inadequate	1	1	–	–	1	5	7	–	3	3	–	42
Nine Weeks Permitted:												
Survey Only	–	–	–	–	1	2	3	–	–	3	1	20
Treatment in Depth	–	–	–	–	1	1	2	–	2	–	–	12
Adequate Treatment	1	1	1	2	2	7	8	1	7	2	2	68
Modification:												
1. Course Content	–	–	–	–	–	–	–	–	–	–	1	3
2. Course Length (Nine-Weeks)	–	–	–	–	–	–	–	–	–	1	–	3
3. Materials (Supplementary)	–	1	–	–	–	–	1	–	3	1	1	20
4. (1), (2), and (3)	–	–	–	–	–	2	2	–	1	–	–	14
5. (1) and (2)	–	–	–	–	–	–	–	–	–	–	–	0
6. (2) and (3)	–	–	–	–	–	1	–	–	1	–	–	6
7. (1) and (3)	–	–	1	–	1	2	7	1	3	3	–	51
8. Other	–	–	–	–	–	–	–	–	–	1	–	3

In summary, the largest number of teachers found the materials a combination of textbook and non-textbook orientation, acceptable, adequate, and capable of adequate treatment. In the consideration of data related to curriculum modifications, as previously reported, it should be recalled that data from this section was used to support the modification recommendations.

Students in responding to certain aspects of the program (see Table 17) gave a majority of responses with respect to the advantage of a greater choice of subjects. Forty-nine percent believed the new courses had been an advantage. Twenty-seven percent claimed new courses were not evident or available.

TABLE 17

STUDENT OPINIONS REGARDING SPECIFIC FEATURES OF THE QUINMESTER PROGRAM

SPECIFIC FEATURES	PERCENTAGE OF RESPONSES				TOTAL NUMBER STUDENT RESPONSES
	ADVANTAGE	DISADVANTAGE	NO DIFFERENCE OR OF LITTLE INTEREST	NOT EVIDENT OR NOT AVAILABLE	
Greater Choice of Subjects	78	4	11	7	625
New Courses	49	4	20	27	622
Regular "Quin" in Summer	59	5	36	--	626
Smaller Number of Students	65	9	26	--	626
Opportunity to Graduate Early	63	5	32	--	625

Student Achievement.--Opinions of principals, teachers and students were used as estimations of a trend with respect to achievement (grades) in the quinmester school. Table 18 presents the estimations given by the three groups.

Six of seven principals and 44 percent of the teachers believed grades had improved. Thirty-two percent of the students agreed. In two schools only did the majority of teachers indicate an improvement in grades. The largest number of students in each of these schools also indicated higher grades. Thus, principal-teacher-student agreement was seen in only two schools.

One principal believed achievement was unchanged. He was supported by 25 percent of all teachers and of all students surveyed. Within the school, his support came from 36 percent of the students while 43 percent of the teachers reported an increase and 29 percent believed achievement to be unrelated.

Teachers and students presented percentages across categories of responses with no one category having a majority. Ranking order for these percentages places in first position that for teachers and students indicating an increase in student achievement as represented by grades.

EXTRACURRICULAR PARTICIPATION

Participation in extracurricular activities is influenced by many factors in a school situation. The quinmester plan could affect participation because of the various concepts within the plan, e.g., nine-week quins, vacations other than fifth quin, and/or early graduation. Table 19 summarizes the responses related to this situation from principals, teachers and students.

The majority of principals, five of seven, believed the situation was unchanged. One principal's opinion was that it was unrelated. It should be noted that this response came from a junior high principal. The senior high principal reporting a decrease gave early graduation as a reason. A detailed explanation is given later in this section of the report.

Teachers did not fully support the majority of principals by a

TABLE 18

EFFECT OF QUINMESTER PROGRAM ON STUDENT ACHIEVEMENT EXPRESSED AS OPINIONS OF PRINCIPALS, TEACHERS, AND STUDENTS

School	NUMBER OF PRINCIPALS RESPONDING				PERCENTAGE OF TEACHERS RESPONDING				Total Number Teachers Responding	PERCENTAGE OF STUDENTS RESPONDING					Total Number Students Responding
	STUDENT ACHIEVEMENT				STUDENT ACHIEVEMENT					No Influence on Grades	GRADES			Had No Grades	
	Unrelated	Increased	Decreased	Unchanged	Unrelated	Increased	Decreased	Unchanged			Higher	Lower	Unchanged		
1	–	1	–	–	–	43	43	14	7	31	22	14	28	5	99
2	–	1	–	–	–	37	37	25	8	19	39	18	24	–	93
3	–	1	–	–	12	75	–	12	8	27	43	16	13	1	108
4	–	1	–	–	–	50	–	50	8	22	31	18	29	–	111
5	–	1	–	–	–	16	67	16	6	21	48	15	16	–	61
6	–	–	–	1	29	43	14	14	7	17	21	20	36	6	70
7	–	1	–	–	–	37	25	37	8	40	21	10	29	–	78
Total Number	0	6	0	1	3	23	13	13	52	158	199	99	154	10	620
Percentage of Total	–	86	–	14	5	44	25	25	99+	25	32	16	25	2	100

TABLE 19

STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AFFECTED BY THE QUINMESTER PROGRAM AS ESTIMATED BY PRINCIPALS AND TEACHERS AND REPORTED BY STUDENTS

School	NUMBER OF PRINCIPALS RESPONDING				PERCENTAGE OF TEACHERS RESPONDING				Total Number Teachers Responding	PERCENTAGE OF STUDENTS RESPONDING					Total Number Students Responding
	STUDENT PARTICIPATION				STUDENT PARTICIPATION					No Influence on Participation	PARTICIPATION			No Participation	
	Unrelated	Increased	Decreased	Unchanged	Unrelated	Increased	Decreased	Unchanged			Increased	Decreased	Unchanged		
1	–	–	–	1	29	14	–	57	7	35	17	5	26	17	98
2	–	–	–	1	25	12	12	50	8	27	20	13	22	18	94
3	1	–	–	–	38	12	–	50	8	37	27	7	6	23	109
4	–	–	–	1	12	25	–	63	8	35	21	6	24	14	111
5	–	–	1	–	17	17	33	33	6	29	17	15	20	19	59
6	–	–	–	1	14	29	–	57	7	15	28	10	29	18	72
7	–	–	–	1	12	–	63	25	8	45	4	14	18	19	79
Total Number	1	0	1	5	11	8	8	25	52	202	121	59	126	114	622
Percentage of Total	14	0	14	71	21	15	15	48	99+	33	20	9	20	18	100

majority of responses but did so with the largest percentage, 48 percent for unchanged. Twenty-one percent believed extracurricular participation was unrelated while 15 percent believed participation had increased or had decreased.

Students were offered multiple categories for their selection of a response. No participation eliminated those who were not concerned, i.e., 18 percent. Thirty-three percent believed the program had no influence on participation. These students supported the 21 percent of the teachers with the same opinion. The 49 percent who believed the program might influence participation reported that for 20 percent participation had increased, for 9 percent it had decreased, and for 20 percent it was unchanged.

If one assumes that a belief in the unrelatedness of the program to participation or in its inability to change participation is to believe that the program does not affect participation, then a summary of opinions could be made as follows:

- Majority of principals believed participation was unchanged.
- Majority of teachers (21 percent unrelated, 48 percent unchanged) supported the principals.
- Majority of students (33 percent no influence, 20 percent unchanged) supported teachers and principals.

Therefore, extracurricular participation in the opinion of the majority was unaffected by the program. Decrease in participation was an exception worthy of investigation.

A consideration of the reason, early graduation, offered by one principal for the decrease in participation was deemed necessary. The principals had been questioned as to early graduation in terms of numbers of students graduated and problems associated with it. The report showed that 1538 students were or were to be graduated in Quins 1-5 in the 1971-72 school year by three schools. Twenty-six percent were graduated early in Quins 1, 2, or 3 and 12 percent were to be graduated in Quin 5. Thus, only 62 percent of the seniors were graduated at the traditional June closing of school.

The percentage of students graduated by the one school (reporting decrease in participation) was 47 percent of the 1538. This school graduated 325 of 725 at the end of Quins 2 and 3, 300 at the end of Quin 4, and 100 remaining for the end of Quin 5. It was obvious that extracurricular participation of seniors was affected.

The students from this school reported that early graduation was considered an advantage in 75 percent of the responses. Of the students attending Quin 5 in this school, only 19 were in the sample but 15 of those indicated early graduation as their reason. Therefore, in one school can be seen an emphasis on early graduation and a decrease in extracurricular participation. Though this ability to graduate students early cannot be attributed to the Quinmester Program in its first year of implementation, the facts could very well be indicating a trend to be anticipated in other senior high schools as the program increases the opportunities for early graduation.

UTILIZATION OF QUINMESTERS

One of the basic features of the plan is utilization of quins[+] for staggered vacations of teachers and students or for professional improvement of teachers. The responses from students with respect to vacations and employment are reported in Tables 20 and 21. Quinmester plans for teachers are shown in Table 22.

TABLE 20

QUINMESTER VACATIONS AS REPORTED BY STUDENTS

UTILIZATION OF QUINS	PERCENTAGE OF RESPONSES	NUMBER OF RESPONSES
Vacation Taken		
Quin 1	35	14
Quin 2	25	10
Quin 3	17	7
Quin 4	23	9*
Total 1-4	6	40
Attended Quins 1-4	94	579
Total	100	619
Attending Quin 5		
As Fourth Quin	7	9
For Make-Up	22	28
Extra Subjects	22	29
Early Graduation	49	63
Total Attending	21	129
Vacation Quin 5	79	492
Total	100	621
Parents Vacationed Also in Quins 1-4		
Yes	44	17
No	56	22
Total		39**

*Responses questionable since survey was conducted in Quin 4.
**One of 40 students did not respond.

+ The term quins, as used in this section, refers to the period of time known as quinmester.

The number of students in the sample vacationing in Quins 1-4 was 40. Principals reported an actual total of 292 in six schools were on vacation during the year. Thirty-nine students of the 40 reported that only 17 of their parents vacationed at the same time. This supplied an indication that less than 50 percent of the parents planned vacations when students were out of school. (See Table 20.)

The utilization of quins for student employment was the second consideration. Table 21 reports student employment, part-time or full-time. Nineteen of the students vacationing during the school year were employed full-time during their vacation. Eighteen maintained full-time employment and attended school.

TABLE 21

STUDENT EMPLOYMENT, PART-TIME OR FULL-TIME, AS RELATED TO QUINMESTER PROGRAM

UTILIZATION OF QUINS	PERCENTAGE OF RESPONSES	NUMBER OF RESPONSES
Employed, 1971-72		
Part-Time	23	142
Full-Time	6	37
Total Employed	29	179
Not Employed	71	446
Total	100	625
Part-Time Employment		
One Quin	28	39
Two Quins	17	24
Three Quins	13	19
Four Quins	42	60
Total	100	142
Full-Time Employment		
Vacation Quin	51	19
Attending School	49	18
Total	100	37

Part-time employment was reported for 142 students. The number working one quin only up to a total of four quins may be seen in Table 21. The utilization of quinmesters for employment while attending school or while vacationing concerned 29 percent of the total number of students sampled. Eleven percent of those employed worked full-time in their vacation quin. The balance, 89 percent, worked either part-time or full-time while in school.

A third aspect of the utilization of quinmesters concerned Quin 5. Students reported their plans for this Quin 5, 1972, with 129 students of the sample planning to attend. This number represented 21 percent of the responses. Seventy-nine percent indicated an intention to use it as their vacation quin. (See Table 20.)

Of those attending, seven percent reported it to be their required fourth quin; 22 percent were doing make-up work; 22 percent were interested in extra subjects; while 49 percent were planning for early graduation.

Thus, in the first year of its operation, the quinmester plan offered staggered vacations for six percent of the sampled students (292 in six schools) who vacationed with their parents (17/39) or were employed full time (19/40). Twenty-one percent availed themselves of the opportunity of a regular quinmester in the summer.

Teachers' utilization of quinmesters was elicited in terms of planning to take advantage of professional development or vacationing at times other than the summer. Forty-nine percent were planning professional development while 35 percent were undecided. Only 15 percent gave a definite NO. Vacationing other than in summer received a decided NO from 42 percent. Those undecided were 24 percent of the teachers. Only 34 percent were planning to use quinmesters other than summer for vacation. (See Table 22.)

The availability of teaching in Quin 5, as implemented for 1972, did not permit all teachers to work. Twenty-one percent reported it was not available to them; 41 percent were teaching; and 37 percent were on vacation.

TABLE 22

QUINMESTER PLANS AS REPORTED BY TEACHERS

UTILIZATION OF QUINS	PERCENTAGE OF RESPONSES	NUMBER OF RESPONSES
Other than Quin 5 Professional Development		
Yes	49	25
No	15	8
Undecided	35	18
Total	99+	51
Vacation		
Yes	34	17
No	42	21
Undecided	24	12
Total	100	50
Teach Quin 5		
Yes	41	21*
No, Vacation	37	19
Not Available	21	11
Total	99+	51

*Three teachers indicated partial quinmester assignments, e.g., three and four weeks not nine.

Teachers have yet to feel the impact of the availability of staggered use of quinmesters. Students will need to accept the concept in greater numbers before faculties will be affected. The idea of professional development was a more desirable use of quinmesters in the opinion of teachers than that of vacationing.

SCHOOL-BY-SCHOOL ACHIEVEMENT

The analysis of a program effect on student achievement was undertaken with the presumption that standardized test scores in reading and mathematics and reported failure rates could be used as indicators of achievement. The results are presented as school-by-school reports, reports of quinmester schools, and those of the individual areas and county.

Standardized Test Results

The test scores for each school on the quinmester plan were obtained from the Dade County Public Schools' records. These are reported for each grade in the areas of reading and mathematics in Tables 23-29.

The first part of each table displays the scores for the May 1972 administration of the Stanford Achievements Tests, Paragraph Meaning (Reading) and Arithmetic Computation (Numerical Competence). Grade equivalent scores are published for each of the grades in a school in terms of the median, Q^1, and Q^3 points of the range of scores. Thus, the grade equivalent score at the median is the midpoint score of all scores, the score at Q^3 is that above which 25 percent of the scores fall, and the score at Q^1 is that above which 75 percent of the scores fall and below which 25 percent fall.

The second portion of each table presents for comparison the May 1972 median score of each grade and that of May 1971 for that grade in a particular school. Since the two scores are not representative of the achievement of the same students, any comparison may well indicate a change in composition of the student group and not a difference due to a particular program.

The third section of each table reports the results (May 1971 and 1972) for each grade in each school in terms of the mean and standard deviation. It should be noted that the statistic used here is the mean, the <u>average</u> grade equivalent score, not the median as used previously.

The mean scores for May 1972 were the basis of the comparisons made between quinmester schools and the schools of each area. Figures 1-8 display these comparisons. A preliminary analysis was made of the 1972 mean scores for the county and are included in the discussion. The final analysis of countywide scores will be reported in the Achievement Report, 1971-72.

TABLE 23

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1971 AND MAY 1972 FOR HENRY FILER JUNIOR HIGH SCHOOL

The standardized test scores recorded below indicate a median grade-equivalent score below the national norm for each grade in reading and in mathematics.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
Q^3		7.8	9.3	9.5		8.4	9.4	10.1
MEDIAN		6.2	7.4	7.5		7.0	7.5	8.4
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
Q^1		5.0	5.9	6.2		5.9	6.3	6.8

The comparison of median scores for 1972 with those for 1971, seen below, shows an average of six months lower in reading in grades 7, 8, and 9 and of three months in mathematics in grades 8 and 9. Only in seventh grade mathematics were the median scores the same for the two years.

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEDIAN		6.2	7.4	7.5		7.0	7.5	8.4
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
1971 MEDIAN		6.9	7.8	8.3		7.0	7.7	8.9

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEAN		6.68	7.70	8.18		7.29	8.07	8.71
S.D.		2.27	2.47	2.60		1.90	2.49	2.55
1971 MEAN		7.29	8.40	9.06		7.43	8.32	9.04
S.D.		2.20	2.71	2.79		2.07	2.50	2.69

The above comparison of mean scores evidences a similar reduction from 1971 to 1972 per grade level. A preliminary analysis* of countywide mean scores evidenced an average decrease in mathematics scores of approximately seven months at the junior high school level. This quinmester school attained an average decrease of only two months. The reading scores countywide decreased an average of one year and three months. By comparison this school reduced its scores by an average of only seven months.

In summary, the lower median and mean scores for the school merely reflect a countywide situation for 1972 indicated by a preliminary analysis of county mean scores. It must be noted that the change in the composition of the student groups may have had some effect upon scores. Therefore, any reduction in scores cannot be attributed to participation in a quinmester program.

*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

TABLE 24

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1971 AND MAY 1972 FOR HIALEAH JUNIOR HIGH SCHOOL

The standardized test scores recorded below indicate median scores below the national norm in reading and in mathematics for each grade level.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
Q^3		8.8	10.5	12.4		8.4	10.1	11.8
MEDIAN		7.1	8.1	9.5		6.8	8.0	9.2
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
Q^1		5.9	6.9	7.4		5.6	6.5	7.2

The comparison of median scores for 1972 with those of 1971, seen below, evidence an increase for seventh and ninth grades in reading. This resulted in an average increase in reading of one month. The balance of the scores are lower than in 1971, except seventh grade mathematics where the median scores are the same. The average decrease in mathematics was two months.

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEDIAN		7.1	8.1	9.5		6.8	8.0	9.2
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
1971 MEDIAN		6.7	8.9	8.8		6.8	8.4	9.4

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEAN		7.55	8.66	9.71		7.17	8.58	9.63
S.D.		2.47	2.74	2.84		2.29	2.80	2.96
1971 MEAN		7.14	9.16	8.97		7.43	9.18	9.57
S.D.		2.59	2.87	2.82		2.52	3.30	2.88

The above comparison of mean scores reflects the increase in reading at seventh and ninth grade. A reduction in mean scores is seen for all other grades in reading and mathematics. A preliminary analysis* of countywide mean scores evidenced an average decrease in mathematics scores of approximately seven months at the junior high school level. This quinmester school attained an average decrease of only slightly over two months. The reading scores countywide decreased an average of one year and three months. By comparison this school reduced its scores in reading by only two months.

In summary, any reductions in median or mean scores should not be attributed to the participation in a quinmester program. Lower scores were a countywide situation in 1972 as indicated by a preliminary analysis of county mean scores. It would be difficult also to credit the quinmester program with any achieved gains.

*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

TABLE 25

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1971 AND MAY 1972 FOR NAUTILUS JUNIOR HIGH SCHOOL

The standardized test scores reported below indicate median scores above the national norm for each grade in both reading and mathematics with the exception of seventh grade mathematics.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
Q^3		11.0	12.6	13.2		9.6	12.3	13.6
MEDIAN		8.8	10.5	12.2		7.5	9.4	10.5
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
Q^1		6.9	7.8	9.0		6.3	7.2	8.0

The comparison of median scores for 1972 with those for 1971, seen below, shows a gain in reading in eighth and ninth grades while seventh grade remained the same thus resulting in an average gain of less than one month in reading. A slight lowering of median score is seen in mathematics for seventh and ninth grades while eighth grade remained the same. The resulting decrease in mathematics was equal to two months.

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEDIAN		8.8	10.5	12.2		7.5	9.4	10.5
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
1971 MEDIAN		8.8	10.0	11.7		7.7	9.4	10.9

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEAN		8.87	10.16	11.18		8.14	9.75	10.68
S.D.		2.62	2.80	2.69		2.64	3.11	3.14
1971 MEAN		9.00	10.00	10.83		8.44	9.72	10.96
S.D.		2.73	2.80	2.83		2.61	2.92	3.32

The comparison of mean scores reported above evidences slight increases in reading for eighth and ninth grades. The balance of the scores are either slightly lower or remain the same. A preliminary analysis* of countywide mean scores evidenced an average decrease in mathematics scores of approximately seven months at the junior high school level. This quinmester school attained an average decrease of slightly under two months. The reading scores countywide decreased an average of one year and three months. By comparison this school made an average gain of one month.

In summary, the increments seen in reading at the eighth and ninth grades are exceptions to the countywide trend of lower scores as indicated in the preliminary analysis. Where reductions are noted, the scores still remain above national norms. The quinmester program should not be credited with reduction or increments in these scores.

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*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

TABLE 26

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1971 AND MAY 1972 FOR PALMETTO JUNIOR HIGH SCHOOL

The standardized scores reported below indicate median scores well above national norms in reading and in mathematics.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
Q^3		12.4	13.2	13.8		10.5	11.8	14.3
MEDIAN		10.0	12.2	12.8		9.2	9.6	12.3
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
Q^1		8.3	9.5	11.5		7.2	7.7	9.4

The comparison of median scores for 1972 with those of 1971, seen below, reveals increases for two grades in reading and one grade in mathematics. A slight decrease is seen in mathematics for eighth grade while the balance of the scores was the same. The average increase in mathematics was one month and in reading it was three months.

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEDIAN		10.0	12.2	12.8		9.2	9.6	12.3
NORM	6.8	7.8	8.8	9.8	6.8	7.8	8.8	9.8
1971 MEDIAN		10.0	11.7	12.4		8.4	10.1	12.3

SUBJECT	READING				MATHEMATICS			
GRADE	6	7	8	9	6	7	8	9
1972 MEAN		10.24	11.34	12.14		9.23	9.98	11.85
S.D.		2.45	2.30	2.27		2.62	2.80	2.84
1971 MEAN		9.98	10.98	11.84		8.57	10.42	11.88
S.D.		2.71	2.56	2.32		2.64	2.87	2.85

The comparison of mean scores reported above evidences mean score gains in reading and in seventh grade mathematics. Slight decreases are seen in mathematics for eighth and ninth grades. A preliminary analysis* of countywide mean scores evidenced an average decrease in mathematics scores of approximately seven months at the junior high school level. This quinmester school attained an average increase of slightly under one month. The reading scores countywide decreased an average of one year and three months. By comparison this school increased its scores by an average of three months.

In summary, the school evidenced gains in scores in 1972 when the countywide trend was for lower scores as indicated by a preliminary analysis of county mean scores. Such gains would be difficult to attribute to any new program such as the quinmester.

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*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

TABLE 27

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1972 AND MAY 1972 FOR MIAMI BEACH SENIOR HIGH SCHOOL

The standardized scores reported below indicate median scores well above national norms in reading and mathematics.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
Q^3		14.6	16.7	17.7		14.7	19.9	22.3
MEDIAN		12.0	13.8	14.6		11.4	13.4	14.7
NORM	9.8	10.8	11.8	12.8	9.8	10.8	11.8	12.8
Q^1		9.0	10.4	11.2		6.0	7.3	9.6

The comparison shown below reveals these median scores for 1972 to be the same as those of 1971 in three grades. In tenth and eleventh grades the reading scores were five and eight months lower. Eleventh grade mathematics was lower by four months.

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
1972 MEDIAN		12.0	13.8	14.6		11.4	13.4	14.7
NORM	9.8	10.8	11.8	12.8	9.8	10.8	11.8	12.8
1971 MEDIAN		12.5	14.6	14.6		11.4	13.8	14.7

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
1972 MEAN		11.91	13.24	14.59		11.56	14.08	15.45
S.D.		4.22	4.43	4.36		7.16	7.87	8.33
1971 MEAN		12.13	14.75	14.81		11.59	14.91	15.60
S.D.		4.67	4.45	5.33		7.05	7.56	7.18

The mean scores in reading and in mathematics, as shown above, were lower in 1972 than in 1971 with the exception of tenth grade in mathematics. A preliminary analysis* of countywide mean scores evidenced an average decrease of one year and six months in reading at the senior high school level. This quinmester school had an average decrease of only slightly over six months. The mathematics scores countywide decreased an average of two years and two months. By comparison this school reduced its scores by an average of only three months.

In summary, this school in following the countywide trend to lower scores, as indicated by a preliminary analysis of county mean scores, still achieved scores above national norms. The quinmester program could not be credited with the score changes indicated for this school.

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*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

TABLE 28

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1971 AND MAY 1972 FOR MIAMI SPRINGS SENIOR HIGH SCHOOL

The standardized test scores reported below indicate median scores below national norms for each grade level in reading and mathematics.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
Q^3	10.7	11.2	14.2	15.9	9.6	11.9	13.4	15.4
MEDIAN	7.8	8.2	10.4	12.5	7.5	7.2	9.0	11.9
NORM	9.8	10.8	11.8	12.8	9.8	10.8	11.8	12.8
Q^1	5.9	5.8	7.7	9.0	6.3	4.2	4.8	6.6

The comparison of median scores, seen below, shows a decided reduction from 1971 to 1972 in reading and mathematics at all grade levels except twelfth. At this level a gain in reading occurred while mathematics remained the same.

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
1972 MEDIAN	7.8	8.2	10.4	12.5	7.5	7.2	9.0	11.9
NORM	9.8	10.8	11.8	12.8	9.8	10.8	11.8	12.8
1971 MEDIAN	9.0	9.8	11.2	11.6	9.2	9.0	10.2	11.9

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
1972 MEAN	8.46	8.71	10.92	12.59	8.07	8.19	9.54	11.79
S.D.	2.89	4.20	4.67	4.81	2.53	5.64	6.07	6.77
1971 MEAN	9.48	10.10	11.44	11.83	9.41	9.40	10.88	11.99
S.D.	3.07	4.11	3.93	4.21	3.01	5.66	6.00	6.63

All mean scores with the exception of twelfth grade in reading were lower for 1972 than in 1971. A preliminary analysis* of countywide mean scores evidenced an average decrease of one year and six months in reading at the senior high school level. This quinmester school had an average decrease at this level of only four months. The mathematics scores countywide decreased an average of two years and two months. By comparison this school reduced its scores by an average of only nine months.

In summary, the reductions in median scores were significantly lower, from eight months to one year and eight months, in both reading and mathematics. These reductions at the lower grade levels (the twelfth grade either gaining or remaining the same) indicated a cause other than program. A decided difference in the composition of grades nine, ten, and eleven was experienced from 1971 to 1972.

*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

TABLE 29

STANFORD ACHIEVEMENT TEST SCORES, READING AND MATHEMATICS, MAY 1972 FOR NORTH MIAMI BEACH SENIOR HIGH

The standardized test scores reported below indicate median scores well above national norms in reading and mathematics.

MAY 1972

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
Q^3	13.2	14.6	16.4		13.3	16.3	18.6	
MEDIAN	12.1	12.0	13.3		10.1	12.6	13.8	
NORM	9.8	10.8	11.8	12.8	9.8	10.8	11.8	12.8
Q^1	8.8	9.5	10.7		8.0	7.3	9.6	

This school opened in September 1971. No comparative data were available.

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
1972 MEAN	11.05	12.12	13.30		10.52	12.57	14.48	
S.D.	2.67	3.90	3.98		3.06	6.54	7.44	
1971 MEAN								
S.D.								

The mean scores, shown above, reveal the same above-national-norm tendency.

This school in its first year of operation has achieved median and mean scores which compare favorably with the scores of the other senior high school in this same area and which is also a quinmester school.

In summary, the school-by-school data for 1972 in reading and mathematics may be categorized as follows:

1. Four schools above national norms in reading and mathematics at all grade levels.

2. Three schools below national norms in reading and mathematics at all grade levels.

When comparing the schools' 1972 records with those for 1971, the schools above national norms had from one score in six to three in six below their own 1971 scores. The schools below national norms had from three in six scores to six in eight below their 1971 level. The reduction in 1972 median scores as compared to 1971 scores was a countywide trend as indicated by a preliminary analysis.* The comparison of differences between 1971 and 1972 mean scores gave evidence that all quinmester schools had either smaller differences than those of the countywide scores or had increased scores for 1972. The Quinmester Program could not be credited with effecting these score differences.

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*Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

The following figures have been compiled from data of the previous tables and area summaries. The intent was to make visual the position of the quinmester school(s) in relationship to the area. An attempt was made to show the relationship in 1971, a pre-quinmester situation, as well as that for 1972.

Figures 1 and 2 compare the scores of all Northeast Area schools and quinmester schools of that area in mathematics and reading. The geographic area scores in reading were consistently lower at all grade levels in 1972. In mathematics the area scores for grades eight, ten, and eleven made slight increases or remained the same. The quinmester schools in reading and mathematics scored consistently above the scores for their area in both 1971 and 72. With an area trend for lower scoring in 1972, quinmester schools scored higher than in 1971 in reading at grades eight and nine; at grades eight and ten the quinmester schools followed the area pattern of an increase in mathematics scores.

Figure 3 and 4 report the mean grade-equivalent scores in mathematics and reading for all schools in the Northwest Area and the quinmester schools of that area. The area scores in reading for 1972 revealed slight increases over 1971 for grades nine, ten, eleven, and twelve. Those for mathematics decreased at the eighth, tenth and eleventh grade levels. The quinmester schools' scores were above those of the area in 1971 with the exception of seventh and ninth grades in reading. The quinmester schools were below the 1972 area scores at all grade levels in both reading and mathematics. A decrease in scores of the quinmester schools was indicated in both reading and mathematics at all grade levels.

Figures 5 and 6 continue the visual pattern of scoring for all North Central Area schools and the quinmester school in that area for 1971 and 1972. The positioning of the quinmester school above the area level in 1972 was achieved at the tenth, eleventh, and twelfth grades in reading and mathematics. The ninth grade was below the area in mathematics and above the area in reading. The quinmester school was above its area's scores at all grade levels in reading and mathematics in 1971.

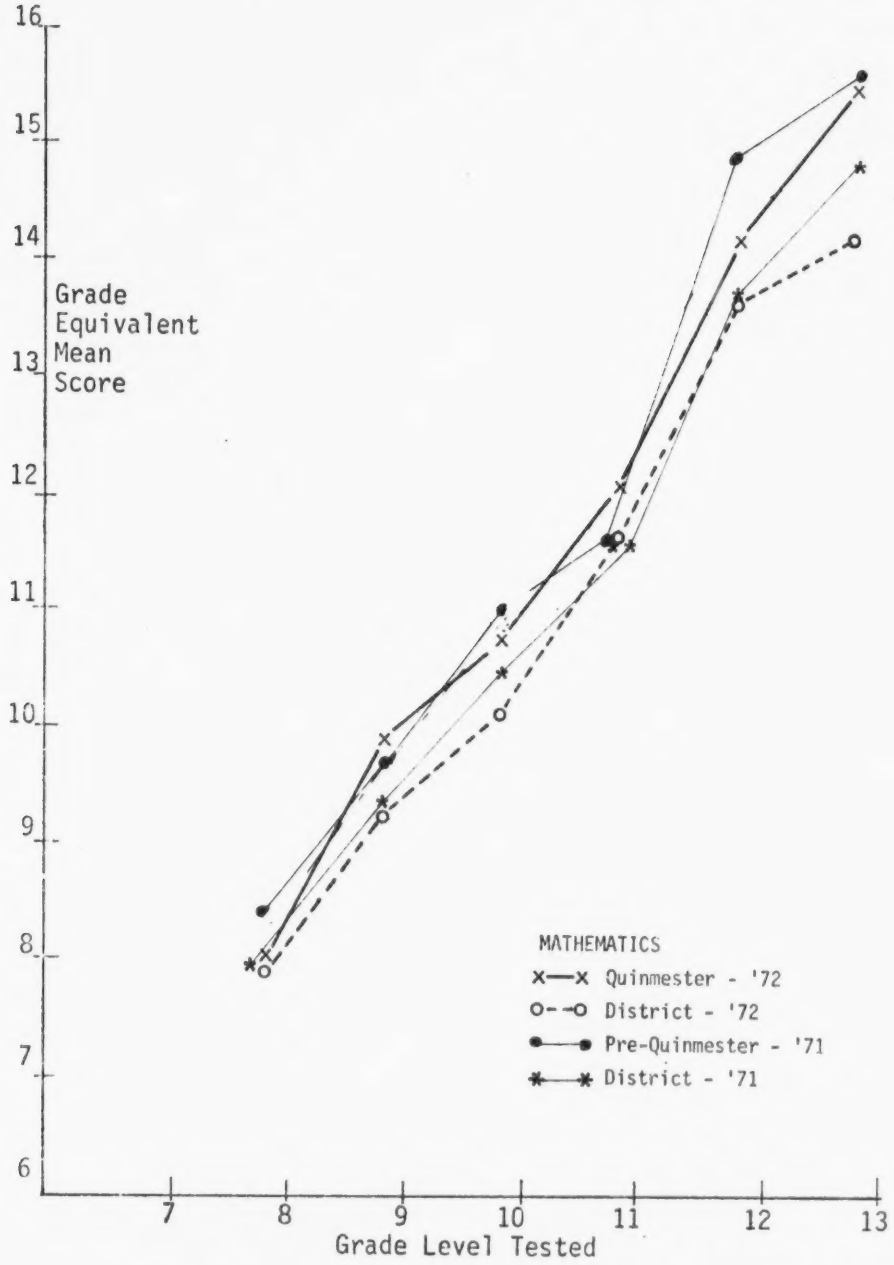

FIGURE 1 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND NORTHEAST DISTRICT SCHOOLS IN MATHEMATICS, MAY 1972

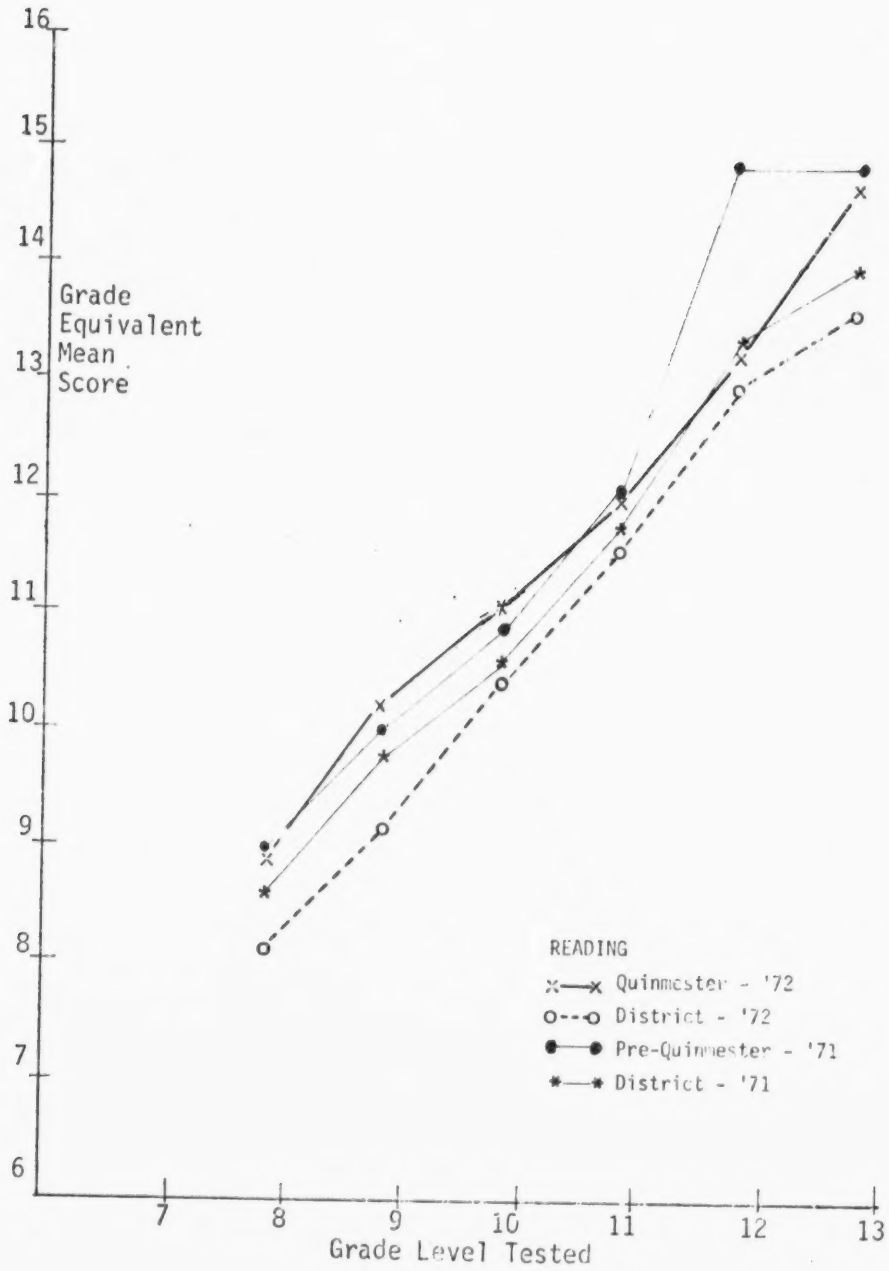

FIGURE 2 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND NORTHEAST DISTRICT SCHOOLS IN READING, MAY 1972

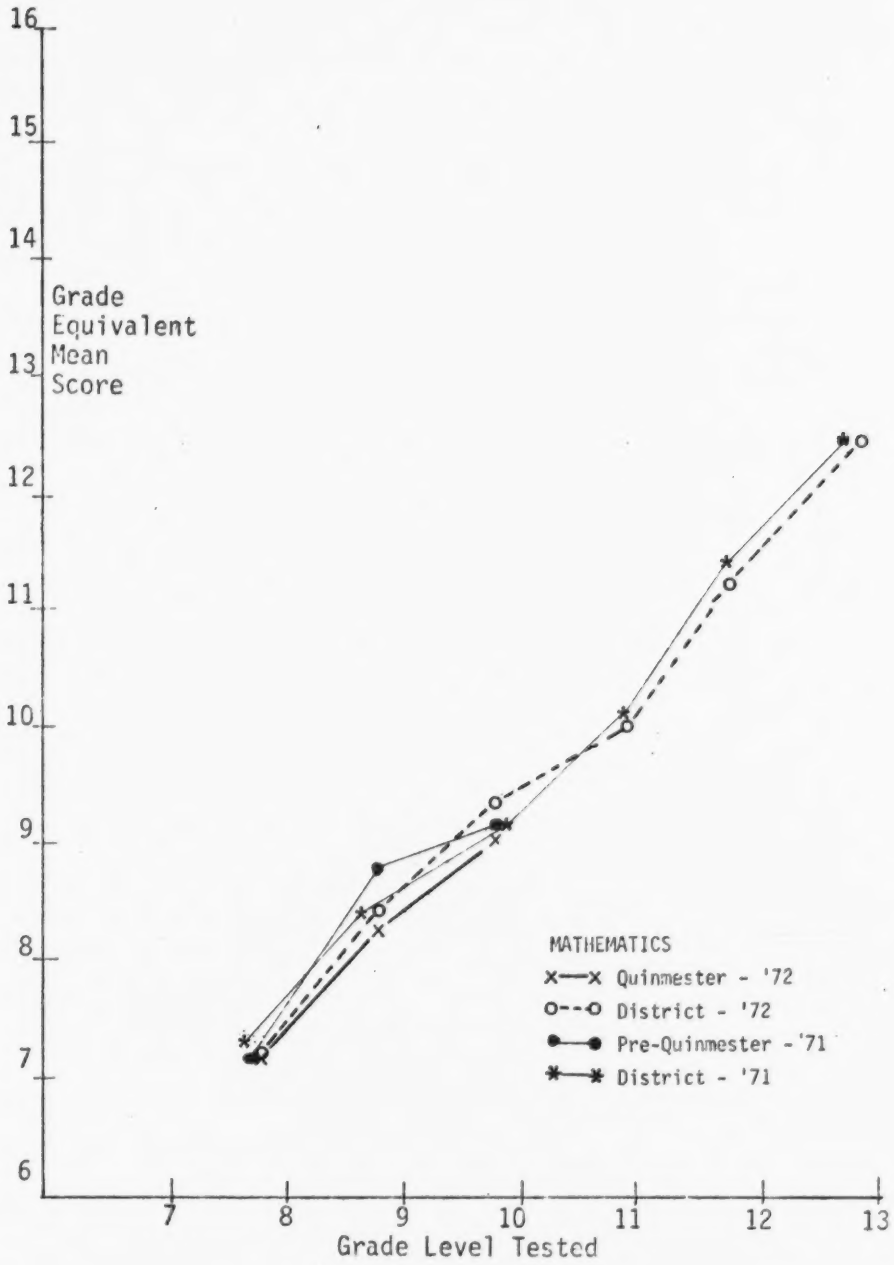

FIGURE 3 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND NORTHWEST DISTRICT SCHOOLS IN MATHEMATICS, MAY 1972

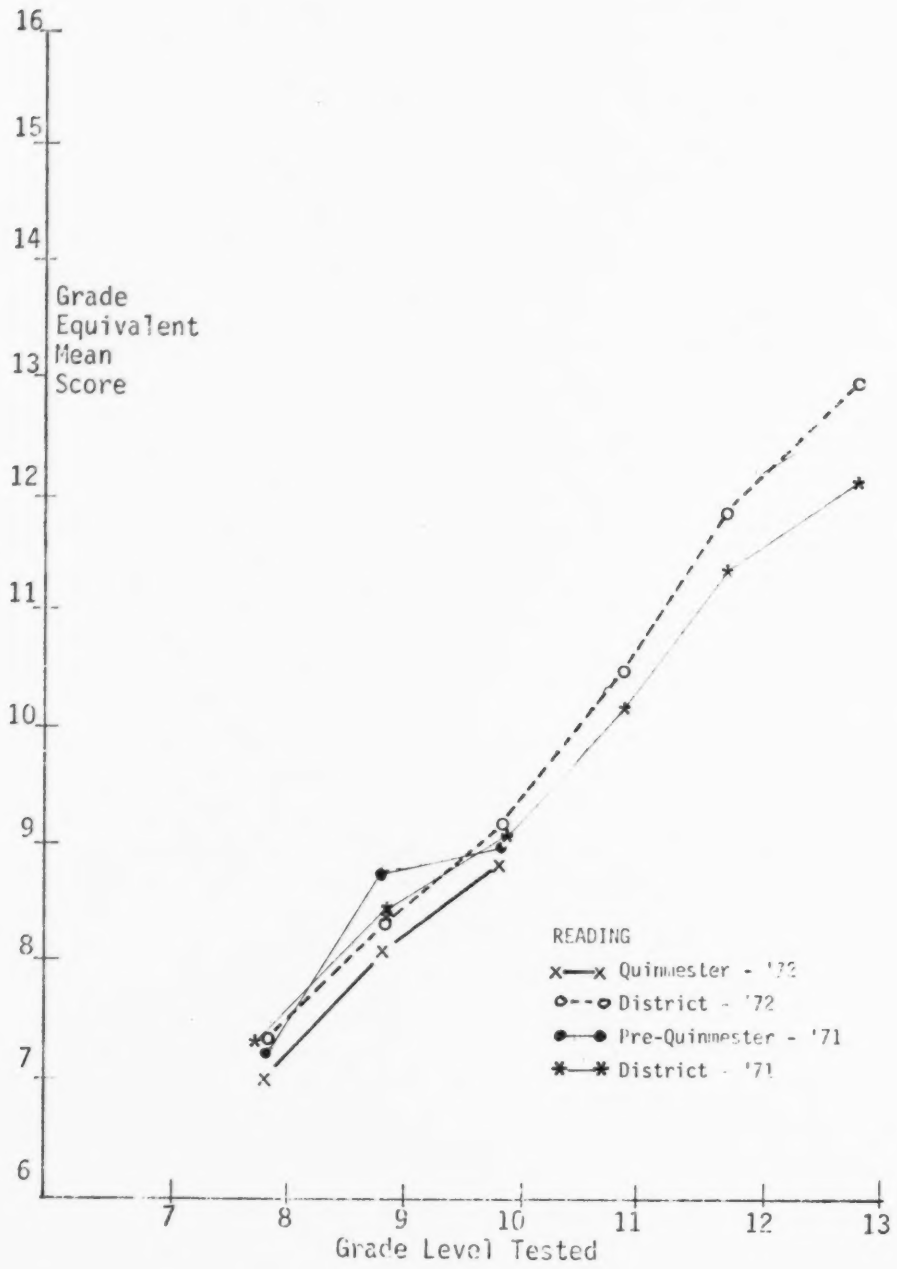

FIGURE 4 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND NORTHWEST DISTRICT SCHOOLS IN READING, MAY 1972

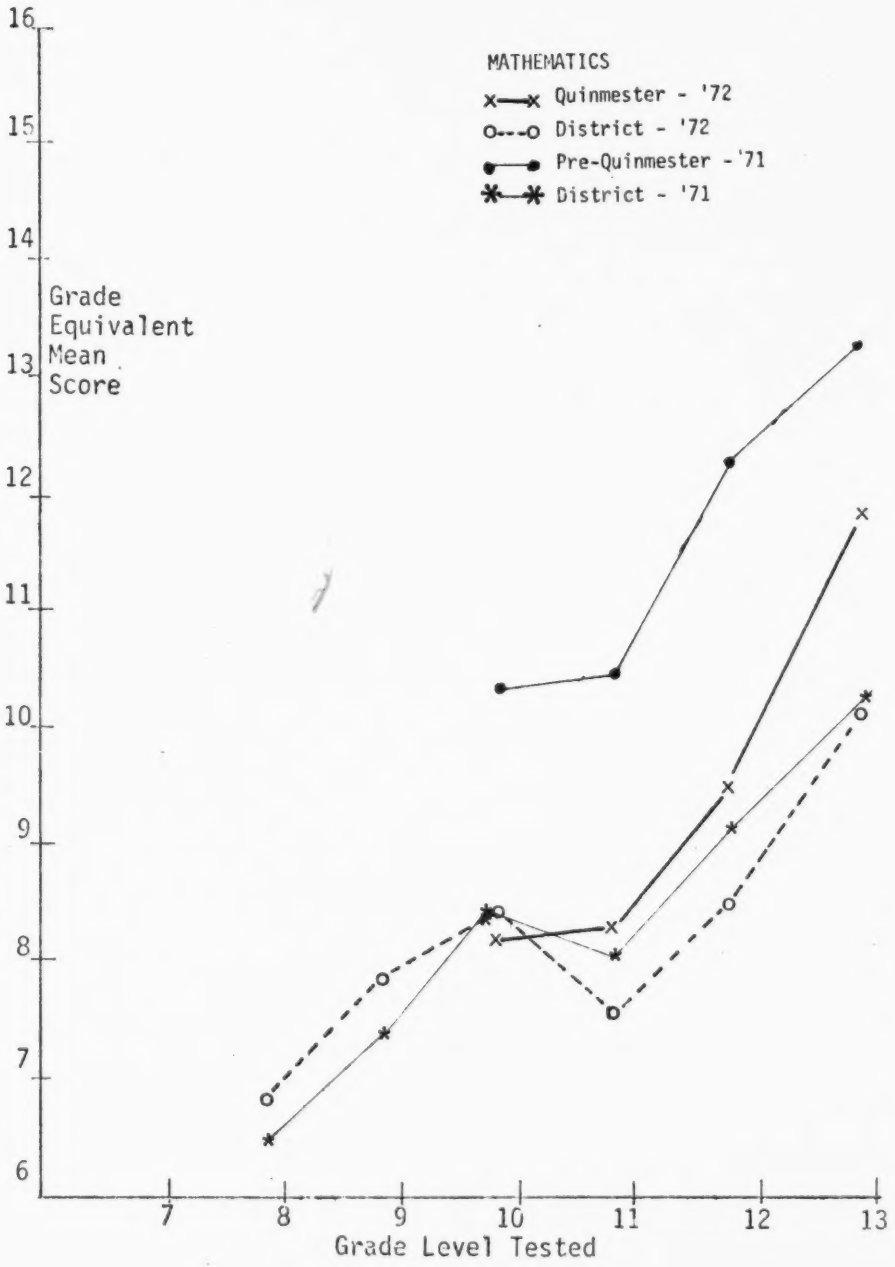

FIGURE 5 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND NORTH CENTRAL DISTRICT SCHOOLS IN MATHEMATICS, MAY 1972

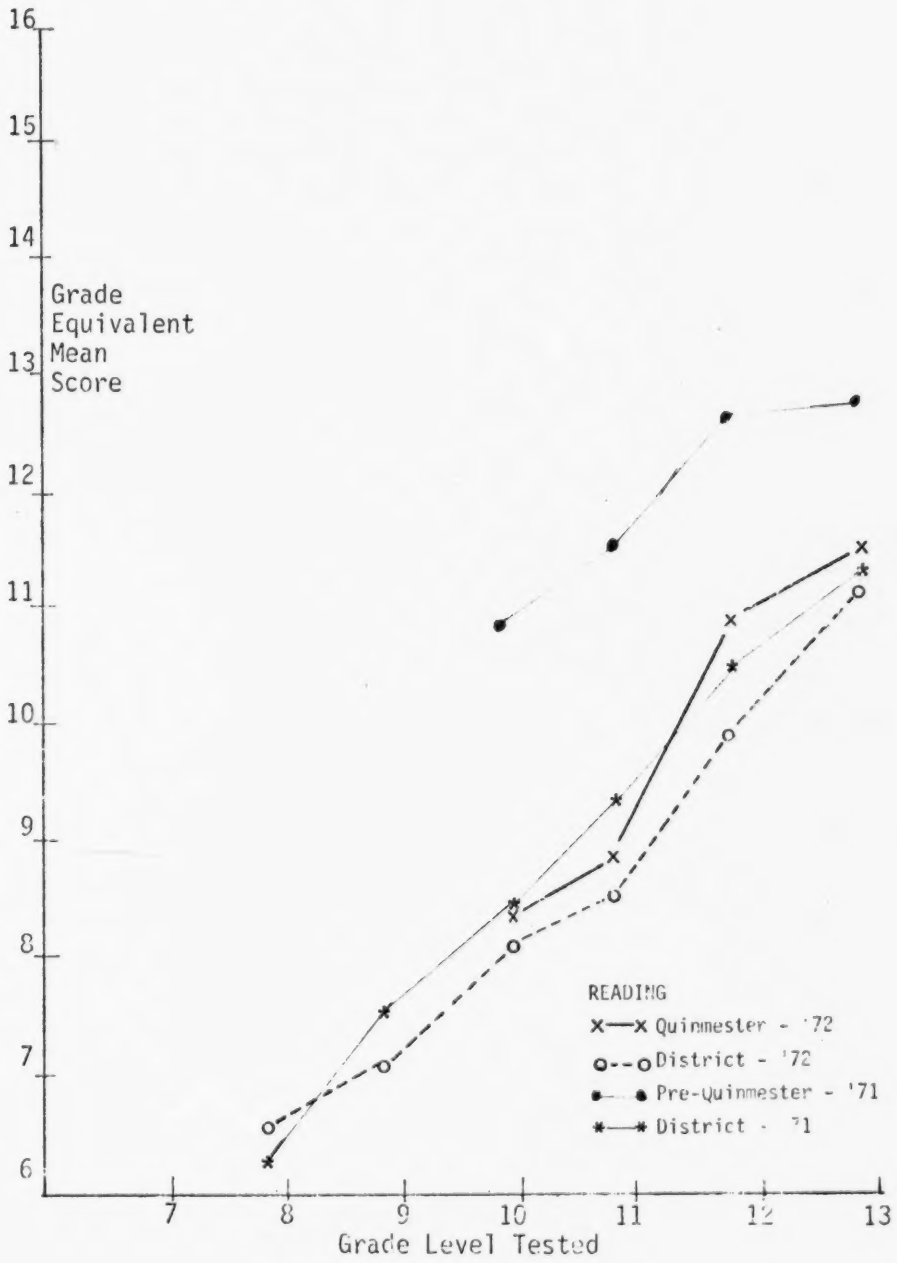

FIGURE 6 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND NORTH CENTRAL DISTRICT SCHOOLS IN READING, MAY 1972

In a year of persistent scoring below 1971, this area followed the trend with the exception of the seventh grade reading score and the seventh and eighth grade scores in mathematics. The quinmester school scored lower than its previous scores with the exception of twelfth grade reading.

Figures 7 and 8 report the respective scoring in 1971 and 1972 for all schools in the South Area and the quinmester school in that area. The quinmester school was positioned in 1972 much higher than the area in reading and mathematics with the reading slightly higher, i.e., over two years higher than the area. This situation of above-area scoring was evident for 1971 but not at the higher level achieved in 1972. Though the area participated in the lower scoring trend of the county in both areas, as indicated in a preliminary analysis, it is interesting to note that the quinmester school did not follow this trend but increased all scores over 1971 with the exception of eighth-grade mathematics.

The countywide scores* in mathematics in 1971 were rather consistently above those for 1972 in grades seven, eight, and nine. The divergence of county grades was greater at the upper grades. Reading scores on the otherhand maintained a consistent separation of over two years. Quinmester schools did not reflect a comparable pattern. In both mathematics and reading, the scores for all quinmester schools achieved a mean grade-equivalent score consistently above the county. This was not true of the scores for 1971.

In mathematics the quinmester schools with equal scores at eighth grade for 1971 and 1972 began a diverging pattern with 1971 scores above those for 1972. This divergence widened at the upper two grades. In reading for 1972 the three lower grades were only slightly below the 1971 scores, i.e., between one and two months. At the upper grades the separation gave 1971 scores the top position by 10, 15, and 9 months respectively.

In summary, quinmester schools for 1972 were consistently above the area averages in three of the four areas. The seven schools had average mean scores well above the county averages. This was true of the scores in both reading and mathematics. The above-county average did not portray itself consistently for the same seven schools in 1971.

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*Based on a preliminary analysis. Final analysis of countywide scores will be published in the Achievement Report, 1971-72, scheduled for November, 1972.

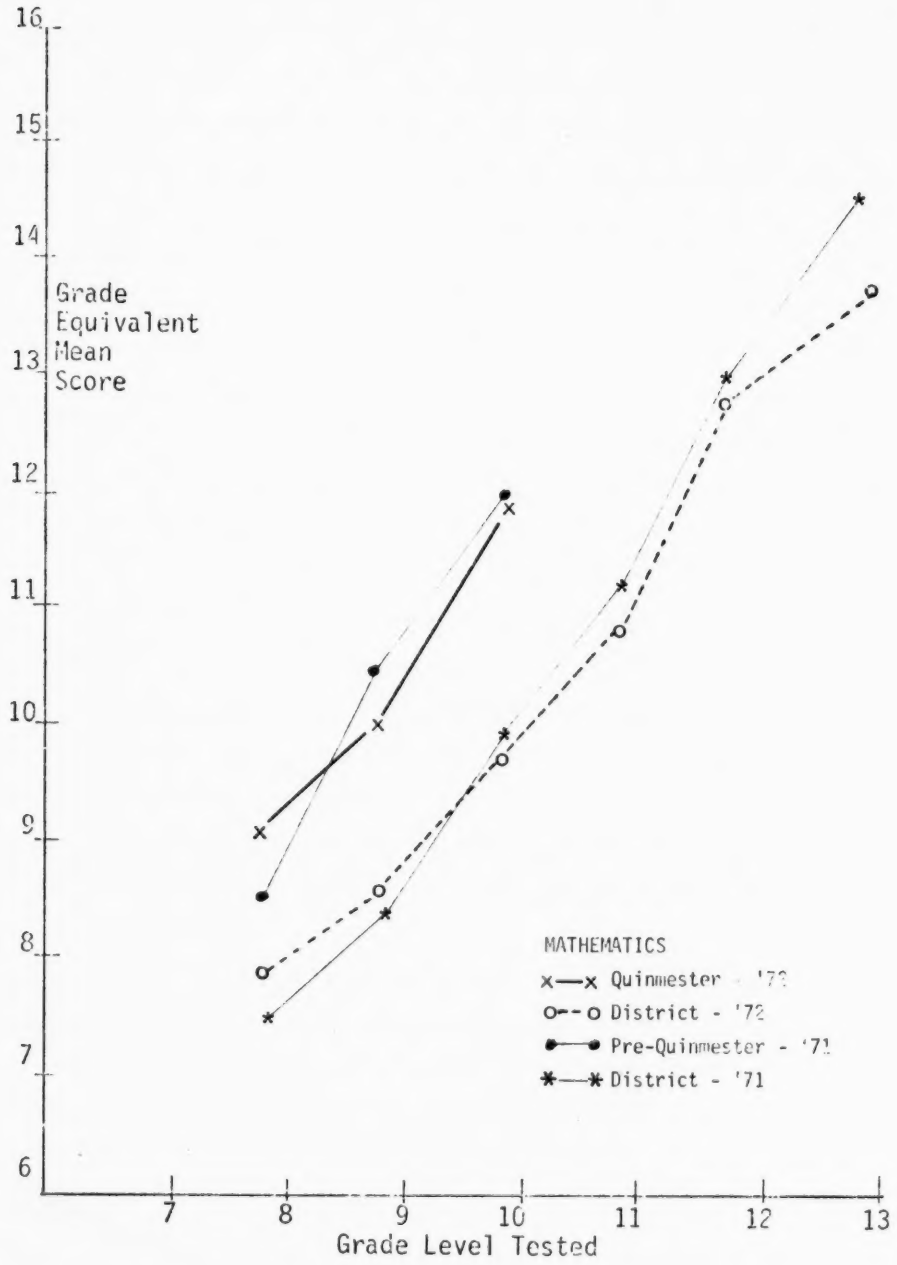

FIGURE 7 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND SOUTH DISTRICT SCHOOLS IN MATHEMATICS, MAY 1972

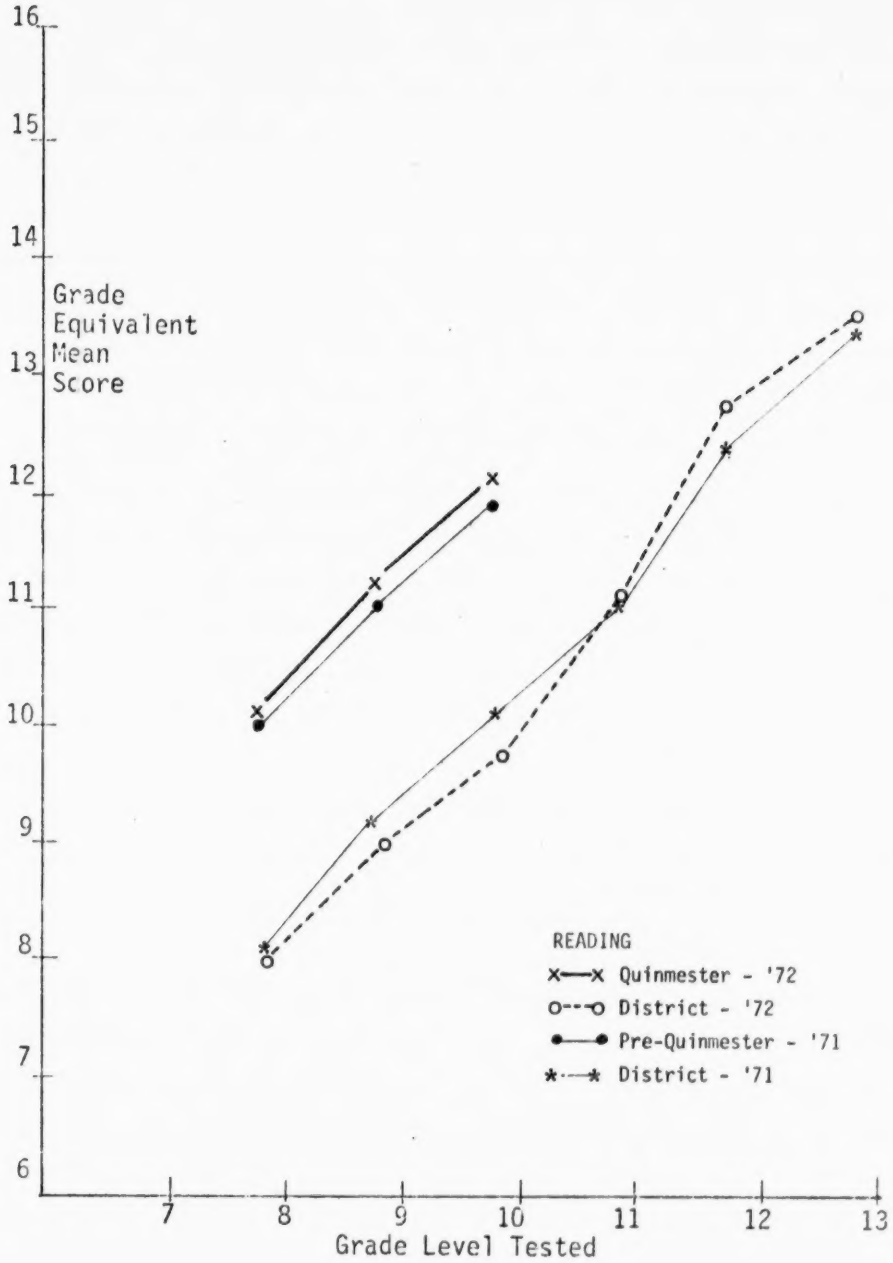

FIGURE 8 - COMPARISON OF MEAN ACHIEVEMENT OF QUINMESTER SCHOOLS AND SOUTH DISTRICT SCHOOLS IN READING, MAY 1972

Reported Failure Rates

A second approach to student achievement as reported by the schools was considered important. The quinmester concept of a school year divided into five sessions of nine weeks each with credit earned at the end of each quinmester offers two advantages to students. First, as previously stated, a student should be able to repeat a nine-week's failure rather than a year's failure or select an alternate course. Secondly, the short retention span of nine weeks should result in fewer failures. It is this situation that was probed through the use of data collected by the Department of Administrative Research for use in its departmental publications pertaining to countywide failure rates per subject area.

Table 30 summarizes these data in five subject areas for individual quinmester schools; summarizes the data as that of junior high or senior high quinmester schools; and totals the data as that of quinmester schools for comparison with countywide percentages. One school with exceptionally high percentages was not included in the analyses that follow. A deviation in reporting prompted this omission. An explanation of this problem is subsequently undertaken in the report.

Each subject area will be discussed individually and then summations and generalizations will follow.

Mathematics

The differences in percentage of failures from 1971 to 1972 for the individual schools were divided into three groups: those showing an increase in failure rates for two schools, those depicting a decrease and one school with zero failures for both years. As can be seen in Table 30 the increase was considerable in but one school. A significant decrease was evidenced also in but one school.

Though the total county reported an increase of 0.3 percent in 1972, this was only evident in the junior high quinmester schools with a 0.7 percent increase. The decrease in failure rate in the senior high quinmester schools was a favorable indicator for quinmester mathematics. Quinmester schools as a whole, though slightly below the county average in 1971 were considerably below that for the county in 1972 in the area of mathematics.

TABLE 30

FAILURES IN PERCENTAGES OF STUDENTS
ENROLLED PER SUBJECT AREA
1971 and 1972

School Number	Mathematics		Language Arts		Foreign Languages		Science		Social Studies	
	1971	1972	1971	1972	1971	1972	1971	1972	1971	1972
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	3.9	9.3	5.8	5.5	0.6	1.8	4.5	2.3	8.7	0.4
3	4.7	4.4	2.5	3.4	7.1	3.5	2.9	4.3	7.3	3.8
4	7.4	6.9	4.9	3.2	1.4	5.4	2.6	2.7	7.7	4.9
5	11.5	12.0	3.9	11.2	5.1	4.4	8.6	10.8	4.2	9.9
6*	-	33.6	-	18.3	-	12.6	-	21.3	-	15.7
7	15.3	8.3	3.5	3.6	4.5	1.3	6.3	7.1	1.2	3.4
Junior Highs	4.1	4.8	3.0	2.7	1.0	2.8	2.3	2.1	5.7	2.2
Senior Highs	13.8	9.7	3.7	6.9	4.8	2.8	7.4	8.7	2.4	6.2
Quin-mester Schools	10.5	8.0	3.5	5.9	3.6	2.8	6.4	7.8	3.4	4.9
County[1]	10.6	10.9	6.0	7.1	6.0	5.3	9.1	8.9	6.2	6.5

* Fourth Quin non-credit, not Failure Report, not included in average

1. Administrative Research, Membership and Failures Secondary School Subjects, June 1972, Report No. 8, Vol. XIX, 1971-72.

Language Arts

The differences in percentages for language arts from 1971 to 1972 as reported in Table 30 were again in three groups: the persistent zero failures for one school, two schools with slight decreases, and three schools with increased failure rates. Of these last differences only one school experienced a significantly higher failure rate.

The county rate increased in 1972 by 1.1 percent. The quinmester school rate increased at the senior high level by 3.2 percent while at the junior high level it was lowered by 0.3 percent. Quinmester schools as a whole maintained their below-county failure rate though an increase of 2.4 percent was reported from 1971 to 1972.

Foreign Languages

The individual school differences in failure rates in foreign languages were indicative of a decrease in three schools with one a considerable decrease; of significant increases in two schools; and of no change in the zero failure school.

The county rate dropping by 0.7 percent was surpassed in the quinmester senior high schools with a drop of 2.0 percent. The junior high schools reported a 1.8 percent increase in failures. Again, the quinmester schools retained their below-county position at approximately the same difference from year to year and showed a decrease of 0.8 percent for 1972.

Science

The failure rates in science increased in four schools, decreased considerably in one school, and remained zero in one. The increases were considered slight increases with one exception.

Though the failure rate for the county decreased 0.2 percent, the quinmester schools did not evidence a part in this drop but reported an increase of 1.4 percent. The junior high quinmester schools reflected the same decrease as the county (0.2 percent) while the senior high schools increased by 1.3 percent. Thus, the quinmester schools, though maintaining their below-county position of 1971, did so with a smaller difference in 1972.

Social Studies

The two schools reporting an increase, 1971 to 1972, in social studies failures did so with decided increases. Three schools reported significant decreases. Again, one school remained with no failures.

The slight increase in the county percentage of 0.3 percent was increased in the quinmester schools to a 1.5 percent increment. The burden of this increase was attributed to the senior high schools reporting a 3.8 percent increase since the junior high level reported a 3.5 percent decrease. Again, the quinmester schools remained below county percentages for both years, 1971 and 1972, but with a smaller margin of difference in 1972.

Summary

The county failure rates for 1972 were reported as increasing in mathematics, language arts, and social studies. In these areas the quinmester schools reported increases only in language arts and social studies. In each area the increase has to be credited to the senior high schools. Only in mathematics was the situation reversed where senior high quinmester schools produced a decided drop in failure rate.

Failure rates for 1972 decreased for the county in foreign languages and science. Only in the former area was the decrease reflected by quinmester schools and credited to the senior high schools. The science failure rate increased for quinmester schools and the senior high level was responsible.

In general, quinmester schools were below county failure rates for 1971. They maintained this position in 1972 in all five subject areas under consideration. In only one area, i.e. mathematics, was the percentage significantly lower in 1972. In three areas the margin of difference was lessened, while in one it remained approximately the same.

Problems in Reporting Failures

The problems encountered by one school whose report could not be included in these analyses were deemed worthy of consideration. They gave rise to a question of the consistency of reporting of failures by quinmester schools. The difficulties encountered by this school included -

- translation of quinmester course titles to the traditional course names of the report form
- reporting non-credit, occurring at the end of each quinmester, as failures for the year.

The above two problems were considered an indication of a school's difficulty with traditional report forms.

APPENDIX

DATA COLLECTION PROCEDURES

The evaluation of the Dade County Quinmester Extended School Year Program, as implemented in seven schools for the 1971-72 school year, was dependent upon several sources of data and the use of several instruments (see Survey Instruments (with Raw Data), Appendix B).

Summary of Types and Sources of Data

The major part of this study is concerned with data collected from a sample of teachers, their students, and the principals of the schools.

The following types of data were collected from this sample:

I. Data on student attitudes toward the Quinmester Program obtained by a questionnaire survey of students of fifty percent of the teachers in the sample.

II. Data on teacher attitudes toward the Quinmester Program obtained by a questionnaire survey of the teachers in the sample.

III. Data on administration of the Quinmester Program obtained by questionnaire survey of the principals of the seven schools.

IV. School-by-school scores on Paragraph Meaning (Reading) and Arithmetic Computation (Numerical Competence) obtained from Dade County Public School records.

Selection of Teachers and Students in the Sample

The source of teacher-related data for this study was a random sample of teachers selected from the roster of teachers for each school. A table of random numbers was used and twelve teachers from

each school were randomly assigned to the sample. The list was verified with each school to remove names of those no longer employed in that school. The first eight names of the verified list were transmitted to each principal. If the principal found the list did not contain at least two teachers with morning classes and two teachers with afternoon classes, then the original list of 12 randomly selected teachers was entered to find a name with the needed teaching assignment. The resulting sample in each school consisted of two teachers with morning classes, two teachers with afternoon classes, and four teachers whose teaching assignments were not categorized. Data were available from 56 teachers.

The student-related data were obtained from classes of the four teachers with morning and afternoon classes. Materials were labeled for distribution to teachers with instructions to administer the questionnaires to students of the second class of the morning and the next to last class of the afternoon. Data were available from 840 students.

Principal questionnaires were sent to each of the seven principals for the administrative-related data. Information was made available by the seven principals.

Survey Instruments

Survey instruments were prepared for each of the three groups. The student questionnaire was innovative in that it was prepared in the familiar test format and separate answer sheets were supplied for recording answers. Teacher instruments were designed for marking a selected response. Both student and teacher questionnaires were composed of structured responses. Only the principal questionnaire permitted limited unstructured responses.

The instruments were designed to solicit not only the information comparable to that previously collected but also that considered pertinent to an end-of-a-year study.

Survey Procedures

Packets of materials were sent to each principal who was asked to complete a questionnaire and maintain control of the distribution of materials. Beyond that the responsibility rested with each of four teachers to process student questionnaires and a teacher questionnaire. Four teachers processed only a teacher questionnaire. All materials were returned in envelopes provided and by each principal or teacher concerned.

In summary, data were elicited from seven principals with seven responding, from 56 teachers with 52 reporting, and from 840 students with 630 questionnaire answer sheets returned. The student number was based on a class enrollment of 30 students. The classes were seldom that large.

SURVEY INSTRUMENTS (with Raw Data)

DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATION OFFICES
LINDSEY HOPKINS BUILDING
1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
MR. WILLIAM LEHMAN, CHAIRMAN
MR. G. HOLMES BRADDOCK, VICE CHAIRMAN
MRS. ETHEL BECKHAM
MRS. CRUTCHER HARRISON
MRS. ANNA BRENNER MEYERS
DR. BEN SHEPPARD
MR. WILLIAM H. TURNER

May 10, 1972

Dear

Your cooperation and that of selected teachers and students is being asked again for an end-of-the-year survey of the quinmester program. A status report of the program for the school year, 1971-72, its weaknesses, its strengths, and suggested modifications should produce information for improving the quinmester plan.

Your time need not be required beyond the initial control of distribution of materials and the processing of the questionnaire prepared for principals.

The attached materials are those prepared for you, eight of your teachers, and approximately 120 of your students. Your distribution of these materials will be appreciated. The packets are labeled to facilitate the attached plan of distribution.

All teachers' packets contain complete instructions for administering student questionnaires, where applicable, a letter to the teacher concerning the teacher questionnaire, and a return envelope for mailing materials by school mail. The time involved should be minimal. The return of all materials should be completed by June 1. Thank you for your cooperation.

Sincerely,

Dorothy Gregory

Dorothy Gregory, Supervisor
Department of Program Evaluation

DG/ig

PLAN OF DISTRIBUTION

The list of randomly selected teachers for your school follows:

1.
2.
3.
4.
5.
6.
7.
8.

Please select two teachers who teach morning classes so that they may process the materils in the second class taught in the morning. Packets #1 and #2 are for these two teachers.

Please select two teachers with afternoon classes so that they may process the materials in the next to last class in the afternoon. Packets #3 and #4 are for these two teachers.

Packets #5, #6, #7, and #8 are for the remaining four teachers. Only teachers using Packets #1, #2, #3, and #4 are involving students in the survey.

PRINCIPAL SURVEY - QUINMESTER PROGRAM

The Quinmester Program functioning in the school for the year, 1971-72, is again being evaluated at the end of this year's experience with it. Your cooperation in supplying this information is appreciated.

1. Certain administrative tasks are presumed to have been affected. Please estimate any change in time spent on each.

	More time	Less time	Time Unchanged
Budgeting	4	0	3
Scheduling	7	0	0
Curriculum Development	7	0	0
Staffing	4	0	3
Curriculum Evaluation	6	1	0
Program Planning	6	1	0
Staff Development	6	1	0

2. What effect has the program had on the need for allocation of staff?

	More	Fewer	Unchanged
Teachers	5	0	2
Aides	6	0	1
Clerks	7	0	0
Custodians	4	0	3

3. Are you able to estimate any change in the per pupil expenditure as a result of the Quinmester Program?

Unrelated [0]

Increased [6] (approximate %)

Decreased [0] (approximate %)

Unchanged [1]

4. From your experience please estimate the attitudes of the students, teachers, and parents toward the program that were displayed by the majority of each group.

	Positive	Negative	Indifferent
Students	7	0	0
Teachers	6	1	0
Parents	7	0	0

5. What is your opinion as to the effect of the quinmester program on the educational climate of the school? Was it

unrelated	0
positive	7
negative	0
unchanged	0

6. Did the program affect student behavior? In your opinion were discipline problems

unrelated	1
increased	0
decreased	6
unchanged	0

7. What is your opinion as to the effect of the quinmester program on school-community relationship? Was it

unrelated	0
positive	6
negative	0
unchanged	1

8. In your opinion, student participation in extracurricular activities, as affected by the quinmester program

is unrelated	1
has increased	0
has decreased	1
has not changed	5

9. In your opinion, student achievement, as affected by the quinmester program

is unrelated	0
has increased	6
has decreased	0
has not changed	1

10. How many senior high school students were graduated early or are expected to be graduated early?

Quin 1 [8] Quin 2 [152] Quin 3 [246]

Quin 4 [942] Quin 5 [190]

11. Are there, in your opinion, any serious consequences of this early graduation?

Yes [2] No [2]

12. If the answer is yes, please indicate the problems encountered with it.

Not mature enough for college

Ranking of graduates

Loss of school leaders

College or employment not available when graduated

13. How many students voluntarily selected vacations in quinmesters other than the fifth and will be attending Quin 5 in the summer of 1972?

Quin 1 [0] Quin 2 [48] Quin 3 [139] Quin 4 [105]

14. In your opinion, should the quinmester program be

continued	4
discontinued	0
modified	3

15. If you suggest modification, please explain needed changes.

Expand data processing services

Tabulation printout of all credits

Printout of subjects and report cards in same order

Increase personnel (clerical, counseling aides)

Increase financial aid

Lock in sequential courses in schedule

DADE COUNTY PUBLIC SCHOOLS

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MRS. CRUTCHER HARRISON
MRS. PHYLLIS MILLER
DR. BEN SHEPPARD
MR. WILLIAM H. TURNER

May 15, 1972

Dear Teacher:

To obtain further information on the progress of the quinmester program, we are requesting your participation in this end-of-the-year survey. Your opinions of and reactions to the quinmester program with at least one year's experience with it will be of value in revealing problems encountered and in assessing the acceptability of certain aspects of the plan.

The attached questionnaire has been prepared with the idea of asking for a minimal amount of your time. It has also been designed to facilitate the processing of the responses. The directions attached to the questionnaire should clarify the format used.

Please return your questionnaire by school mail in the envelope provided. If you have been selected to involve the students in one of your classes, return your questionnaire, students' questionnaires, and students' answer sheets in the envelope provided for all of your materials.

Please return all materials by June 1.

Thank you for your cooperation. It is sincerely appreciated.

Sincerely,

Dorothy Gregory

Dorothy Gregory, Supervisor
Department of Program Evaluation

DG:vy
Attachment

DIRECTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

Thirty student questionnaires and answer sheets are included in your packet of materials. Your cooperation is asked in processing these materials in the following steps:

1. Please distribute to the students of the class indicated on your envelope one questionnaire and one answer sheet. The letter to the student and the directions on the answer sheet should be read and followed carefully.

2. Tell the students to disregard any small numerals on the top part of the answer sheet.

3. Upon completion, all questionnaires and answer sheets should be packaged in the return envelope provided. Please return your teacher questionnaire in the same envelope.

4. Return all materials by June 1, 1972 to A-1, Dr. Dorothy Gregory, Room 609.

The cooperation of you and your students is appreciated. Thank you.

TEACHER SURVEY-QUINMESTER PROGRAM

School Name _____

Ten-hour-day Yes _____ No _____

Teaching Assignment: Subject Area _____

AM _____ PM _____ Both AM, PM _____

Directions:

Each numbered item provides a multiple selection of numbered responses.

Please place an "X" through the number of one selected answer.

Certain administrative tasks are presumed to have been affected by the Quinmester Program. Please estimate any change in the amount of time you spend on

	More Time	Less Time	Time Unchanged
1. planning	32 [1]	6 [2]	13 [3]
2. record keeping	35 [1]	8 [2]	6 [3]
3. student guidance	29 [1]	6 [2]	13 [3]
4. student scheduling	34 [1]	3 [2]	10 [3]

From your experience, please estimate the attitudes of the parents, students and fellow teachers toward the program that were displayed by the majority of each group.

	Positive	Negative	Indifferent
5. Students	39 [1]	5 [2]	8 [3]
6. Parents	23 [1]	1 [2]	26 [3]
7. Teachers	32 [1]	17 [2]	3 [3]

8. What is your opinion as to the effect of the Quinmester Program on the educational climate of the school? Was it

[1]	unrelated	3
[2]	positive	29
[3]	negative	11
[4]	unchanged	8

9. Did the program affect student behavior? In your opinion were discipline problems

[1]	unrelated	4
[2]	increased	17
[3]	decreased	15
[4]	unchanged	16

10. Did the program affect student participation in extra curricular activities? In your opinion was participation

[1]	unrelated	11
[2]	increased	8
[3]	decreased	8
[4]	unchanged	25

11. In your opinion, student achievement, as affected by the Quinmester Program

[1]	is unrelated	3
[2]	has increased	23
[3]	has decreased	13
[4]	has not changed	13

12. Do you consider that, for the students that fail in a nine-week course, the opportunity to repeat it in the next quinmester

[1]	is an advantage to them	28
[2]	is a disadvantage to them	0
[3]	makes little difference to them	12
[4]	is not available to them	12

13. Do you believe the changing of students after a nine-week course to be

[1]	an advantage	26
[2]	a disadvantage	19
[3]	of little concern to you	6

14. Do you believe that establishing rapport with students is affected by a nine-week session? Is it

[1]	unrelated	4
[2]	more difficult	26
[3]	less difficult	5
[4]	unchanged	16

15. Do you find the quinmester curriculum materials for the nine-week courses in your subject area to be

[1]	textbook oriented	9
[2]	non-textbook oriented	17
[3]	both of the above	24

16. From your experience, do you find the quality of the instructional materials available for your nine-week course to be

[1]	superior	8
[2]	acceptable	24
[3]	poor	17

17. From your experience, do you find the quantity of the supplementary instructional materials available for your quinmester course to be

[1]	more than adequate	5
[2]	adequate	24
[3]	inadequate	21

18. From your experience with the quinmester materials, did you find the nine-week session permitted the content of your subject area to be

[1]	surveyed only	10
[2]	treated in depth	6
[3]	adequately treated	34

19. Do you plan to take advantage of the opportunity for futher professional development at times other than the summer?

[1]	Yes	25
[2]	No	8
[3]	Undecided	18

20. Do you plan to take advantage of the opportunity to take a vacation other than in the summer?

[1]	Yes	17
[2]	No	21
[3]	Undecided	12

21. Are you planning to teach Quinmester 5 (Summer 1972)?

[1]	Yes	21
[2]	No, it is my vacation quinmester	19
[3]	No, it was not available to me	11

22. Which type of course do you prefer to teach?

[1]	Quinmester	32
[2]	Regular	11
[3]	Makes little or no difference	9

23. In which type of school do you think the students learn more?

[1]	Quinmester	25
[2]	Regular	12
[3]	Makes little or no difference	15

24. In your opinion, should the Quinmester Program be

[1]	continued	12
[2]	discontinued	5
[3]	modified	35

25. If you suggest modification, is it related to

[1]	course content, suggested in "Quin" package	1
[2]	course length (nine-weeks)	1 → 2
[3]	instructional materials to accompany "Quin" package	7 → 2
[4]	(1), (2), and (3)	5
[5]	(1) and (2)	0
[6]	(1) and (3)	18
		1 other

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MRS. CRUTCHER HARRISON
MRS. PHYLLIS MILLER
DR. BEN SHEPPARD
MR. WILLIAM H. TURNER

May 10, 1972

Dear Student:

The following questions are asked in order to obtain your reactions to the quinmester program now that you have had one year's experience with it. In answering, it will be most helpful if you try to separate the effect of the quinmester program from other factors which are not a part of the plan. The main features of the quinmester program are:

1. Courses are designed and scheduled for nine-week periods.

2. Attendance is permitted in any four quinmesters or in five quinmesters.

3. The fifth quinmester is a full nine-week, full day "quin" available in the summer.

The questions are designed to obtain information concerning these new situations in a quinmester school.

The question format is similar to a test question with a choice of one answer to be recorded on the answer sheet provided. Please do not write on the survey sheets.

Your thoughtful cooperation is appreciated. Your responses will be of value in planning the improvement of your school's program. Thank you.

William C. Inman, Director
Department of Program Evaluation

WCI:vy
Attachment

STUDENT SURVEY - QUINMESTER PROGRAM

The Quinmester Program was intended to give you a greater choice of subjects, new courses, and other features that may or may not have turned out as they were planned. Your advice on these questions would be appreciated.

1. Was the greater choice of subjects

439 (1) an advantage for you
23 (2) a disadvantage for you
68 (3) made no difference to you
45 (4) could not tell that there was a greater choice

2. Did you find the new courses (such as Ecology)

302 (1) an advantage for you
26 (2) a disadvantage for you
124 (3) of no interest to you
170 (4) were not among the courses you could take

3. Do you believe that a regular school program available in the summer for full quinmester credit will be

368 (1) an advantage for you
29 (2) a disadvantage for you
229 (3) of no interest to you

4. Do you consider that, in the possible failure of a nine-week course, the opportunity to repeat it in the next quinmester

452 (1) is an advantage for you
76 (2) is a disadvantage for you
72 (3) makes little difference to you
26 (4) is not possible

5. Do you believe the changing of teachers after a nine-week course is

382 (1) an advantage for you
148 (2) a disadvantage for you
95 (3) of little concern to you

6. Would you consider a smaller number of students in school at any one time to be

409 (1) an advantage for you

53 (2) a disadvantage for you

164 (3) of little concern to you

7. Is the opportunity to graduate early

393 (1) an advantage for you

34 (2) a disadvantage for you

198 (3) of little concern to you

The quinmester program, in permitting attendance of any four or five quinmesters, makes it possible to have vacations or employment opportunities at times other than summer. Questions 8-12 will direct your attention to these two factors.

8. What quinmester have you selected for your vacation in the school year 1971-72?

14 (1) "Quin" 1

10 (2) "Quin" 2

7 (3) "Quin" 3

9 (4) "Quin" 4

579 (5) No vacation during Quins 1-4.

9. Are you planning to attend Quin 5 (Summer 1972)?

492 (1) No, it is my vacation Quin

9 (2) Yes, as my fourth Quin

28 (3) Yes, for make-up work

29 (4) Yes, for extra subjects

63 (5) Yes, for early graduation

10. If you selected a vacation Quin other than Quin 5, did other members of your family take vacations at the same time?

17 (1) Yes

22 (2) No

11. Were you employed part-time during the school year?

39 (1) Yes, during one quinmester
24 (2) Yes, during two quinmesters
19 (3) Yes, during three quinmesters
60 (4) Yes, during four quinmesters
475 (5) Not employed part-time

12. Were you employed full-time during the school year?

19 (1) Yes, during a vacation quinmester
18 (2) Yes, while attending school
588 (3) No

Questions 13-15 will ask your opinion as to the effect of the quinmester program in certain situations.

13. What effect do you believe the quinmester program had on your grades?

158 (1) Program had no influence on grades
199 (2) Were higher
99 (3) Were lower
154 (4) Were unchanged
10 (5) Had no grades

14. How did the quinmester program affect your participation in extracurricular activities?

202 (1) Program had no influence on participation
121 (2) Participation increased
59 (3) Participation decreased
126 (4) Participation unchanged
114 (5) No participation

15. How did the quinmester program affect student behavior?

215 (1) Program did not affect behavior
99 (2) Disruptions increased
47 (3) Disruptions decreased
71 (4) Disruptions were unchanged
185 (5) No opinion

Questions 16-22 will permit you to express preferences concerning the quinmester program.

16. Which type of course do you prefer?

419 (1) Quinmester

108 (2) Regular

93 (3) Makes little or no difference

17. In which type of school do you think you learn more?

347 (1) Quinmester

125 (2) Regular

148 (3) Makes little or no difference

18. What is your personal reaction to the quinmester program?

419 (1) Like it

86 (2) Do not like it

114 (3) Have no opinion

19. How do you think your parents feel about the quinmester program?

302 (1) They like it

74 (2) They do not like it

240 (3) They have no opinion

20. What type of school do you prefer to attend?

400 (1) Quinmester

117 (2) Regular

101 (3) Makes little or no difference

21. Should the quinmester be

283 (1) continued

59 (2) discontinued

271 (3) modified

22. If you suggest modification in Question 21, is it related to

54 (1) quinmester (nine-week) course content

65 (2) scheduling problems with "quin" courses

16 (3) courses of nine-weeks' duration

79 (4) (1), (2), and (3)

54 (5) none of the above

5/10/72

Answer Sheet

Student Survey - Quinmester Program

School name: _____ NAME: _____

25-29

Grade: ____
30 31

Circle the correct choice..

Sex: M F (32) TEN-HOUR DAY: Yes No (33)

If you attend a Ten-hour Day school, *which session:* AM PM (34)

DIRECTIONS: NO SPECIAL PENCILS ARE REQUIRED. *Read each item on the survey. Place an "X" on the answer sheet thru the number of your selection.*

1. [1] [2] [3] [4]
2. [1] [2] [3] [4]
3. [1] [2] [3]
4. [1] [2] [3] [4]
5. [1] [2] [3]
6. [1] [2] [3]
7. [1] [2] [3]
8. [1] [2] [3] [4] [5]
9. [1] [2] [3] [4] [5]
10. [1] [2]
11. [1] [2] [3] [4] [5]
12. [1] [2] [3]
13. [1] [2] [3] [4] [5]
14. [1] [2] [3] [4] [5]
15. [1] [2] [3] [4] [5]
16. [1] [2] [3]
17. [1] [2] [3]
18. [1] [2] [3]
19. [1] [2] [3]
20. [1] [2] [3]
21. [1] [2] [3]
22. [1] [2] [3] [4] [5]

9650-5/6/72

APPENDIX C:

GENERAL QUINMESTER STATISTICAL SUMMARY

AS OF NOVEMBER, 1972

GENERAL QUINMESTER STATISTICAL SUMMARY AS OF NOVEMBER, 1972

Number of authorized quinmester secondary schools	19
Number of authorized quinmester senior high schools	7
Number of authorized quinmester junior high schools	12
Number of authorized elementary quinmester field test centers	7
Number of secondary students enrolled in secondary quinmester schools as of October 2, 1972	35,377
Number of students enrolled in elementary quinmester field test centers as of October 2, 1972	4,232
Number of secondary personnel assigned to quinmester secondary schools	1,660
Number of elementary personnel assigned to quinmester field test centers	233
Number of students in seven secondary quinmester pilot schools that selected alternative quinmesters for vacation periods during the 1971-72 school year	340
Number of students graduated from senior high school during quinmesters 1-4 in 1971-72 school year	429
Number of students completing summer quinmester	12,444
Number of students who graduated from senior high school as a result of attendance at 1972 summer quinmester	593

General Quinmester Statistical Summary as of November, 1972 (continued)

Number of students who advanced to senior high school as a result of attendance at 1972 summer quinmester	637
Average daily attendance during the 1972 summer quinmester	83%
Number of teaching positions generated by the 1972 summer quinmester program	625
Total cost of operating summer quinmester session	$ 2,209,848
State ADA and Driver Education reimbursement generated by operation of the 1972 summer quinmester session	$ 1,081.008
Local cost of operating the 1972 summer quinmester program	$ 1,128,840
State legislative grant available as a result of operating the 1972 summer quinmester session	$ 382,000
Number of quinmester courses of study used by quinmester schools during 1971-72	530
Number of quinmester courses presently published	720
Number of secondary schools other than quinmester schools using the quinmester courses of study	50